Method of Teaching Uzbek Language in Higher School in Paradigm Personally Oriented Education

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Abstract: The article discusses the content of the course "Methods of teaching the Uzbek language in higher education" in line with personality-oriented education. The main emphasis is on the system of tasks for individual independent work aimed at developing methodological concepts and applying knowledge in various conditions.

Keywords: personality-oriented education, individual tasks, independent work, intellectual activity.

Methods: In the article we tried to cover current issues of Uzbek linguistics using such methods as "Observation", "Analysis", "Comparison", "Comparative". We have highlighted the need for modeling technology in mother tongue education today.

Conclusions: Today's state educational standards place great demands on the suitability of students for independent learning activities. Most of the disciplines in the social and humanities were theoretical. At present, the traditional form of education does not meet the needs of the public education system and students. That is why we have a task to enrich the native language lessons of general secondary schools with modern, optimal, independent teaching technology.

This article presents the basics of the need for teaching methods based on the technology of modeling the syntax of native language lessons.

Discussion: The technology of modeling mother tongue lessons in the general secondary education system is being introduced as a necessity for the teaching process today. These processes are being carried out step by step. The results of the process are aimed at the effectiveness of the education system.

To meet the growing demands life and innovative strategies, modern education must overcome the tendencies towards narrow professional knowledge and orientation towards solving standard problems with template methods that are not in demand in modern culture. It is designed to ensure the formation of a person, his self-development and self-realization.

The construction of a new content of higher professional education has shown a variety of methodological and methodological approaches to its possible implementation within the framework of an educational paradigm focused on the individual and the creation of conditions for its development. One of these approaches is the humanistic paradigm of student-centered education.

However, the ingrained stereotypes of teaching and the monotonous forms and methods of work largely preserve the informational approach to the training of professional specialists, where important tasks of personal professionalization are either not set at all, or are solved in an extremely insufficient volume. [2, c. 8].

The purpose of the article is to develop a system of practical tasks aimed at developing the professional competencies of a future philologist.

A personality-oriented approach is “a methodological orientation in pedagogical activity, which allows, by relying on a system of interrelated concepts, ideas and methods of pedagogical
actions, to ensure and support the processes of self-knowledge and self-realization of a person’s personality, the development of his unique individuality” [1, p. 253]

The main task of a modern university is to train highly qualified specialists. The teacher should not only teach students to acquire knowledge on their own, but also think critically and creatively solve emerging problems, i.e. the ultimate goal of education today is the formation of critical and creative thinking as priority areas for the intellectual development of the individual. In order to achieve a high-quality educational result, it is necessary to create conditions and involve each student in active cognitive activity. Attention to each individual, revealing the abilities of each, taking into account individual achievements, continuous self-improvement - these are the main features of a student-centered approach to learning.

"Methods of teaching the Uzbek language in higher education" as an academic discipline is designed to teach the future teacher to design and ensure the implementation of educational programs of higher education, optimize the teaching process, and promote the creation of their own methodological system.

Due to its exceptionally wide interdisciplinary connections with many areas of knowledge and practice, the methodology qualitatively expands the possibility of higher achievements in different areas of professional activity of the future philologist. The close connection of the "Methods of teaching the Uzbek language in higher education" with related sciences (pedagogy, philosophy, psychology, linguistics, modern Uzbek language, etc.) allows you to consolidate, activate various aspects of humanitarian knowledge in students, to reveal the practical orientation of this knowledge. Methodology is a subject with a clearly expressed practical orientation, where most of the time is devoted to the process of transforming the acquired knowledge and skills into readiness for the implementation of one's professional activity.

One of the main types of professional activity of the future philologist is pedagogical. Within the framework of pedagogical activity, a graduate must solve a whole range of tasks, such as conducting classes and extracurricular activities in language and literature in educational institutions of basic general, secondary and vocational education, popularizing philological knowledge, etc.

Today it has become obvious that it is necessary to manage not the personality, but the process of its development. And this means that priority in the work of the teacher is given to methods of indirect pedagogical influence: passive methods are abandoned, instead dialogic methods of communication, a joint search for truth, development through the creation of educational situations and various creative activities are brought to the fore.

Any creativity without creativity is simply impossible, and it is difficult to imagine a developed personality without this quality. In psychology, creativity, creative thinking are defined as the highest level of mental activity. S. A. Rubinshtein defines creativity as an activity, thanks to which “something new, original is obtained, which, moreover, is included not only in the history of the development of the creator himself, but also in the history of the development of science, art, etc.” [5, p. 482]. There is no doubt that creativity is necessary for a person in professional activities and communication, as it helps to find original solutions to problems of any complexity.

Creative productivity is determined not only by the quality of mental operations, but also by personal characteristics, features of skills and abilities involved in the creative process at various stages. Taking into account the fact that the bearer of creativity is a person, and creativity is an integral attribute of creativity, creativity is defined as a person’s ability to constructive, non-standard thinking and behavior, as well as awareness and development of his experience, acts as a powerful factor in improving the personality and is responsible for its readiness to change and abandon stereotypes. Creativity is “a necessary condition for the development of matter, the formation of its new forms, when with their appearance the forms of creativity themselves change. Human creativity is only one of such forms” [3, from. 72].
Creativity varies from person to person. For the deployment of the creative process, a form of conscious and purposeful attempt to be active in a problem search is needed, which destroys the existing restrictions. Each practical task plays a certain role in the formation of a particular skill, and each subsequent one, based on the previous one, expands the existing boundaries of knowledge and application of skills. Therefore, the basis of practical classes on the methodology of teaching the Uzbek language should be tasks for individual and group independent work aimed at developing methodological concepts and applying knowledge in various, often changing conditions.

Work on the formation of professional competencies of future philologists, the development of their ability to conduct training sessions and extracurricular activities in philological disciplines using innovative technologies, the ability to prepare educational and methodological materials in traditional and non-traditional forms, to solve professional problems in changing conditions, including non-standard situations in a personality-oriented learning paradigm, it should be based on the levels of intellectual activity of students: reproductive, heuristic and creative. The allocation of these levels correlates with the structural-level organization of the psychological mechanism of creativity with the designation of the logical and intuitive principles of creativity as the extreme levels of the structure [4, p. 40], as well as with the concept of "creative thinking" and with the productive and reproductive components of mental activity. In accordance with these levels, the following reproductive, productive and creative tasks can be offered for individual performance by students:

- compose a glossary for the proposed terminological dictionary;
- formulate the objectives of the practical lesson, draw up a plan for it, summarize;
- to develop practical tasks aimed at the formation of identification skills;
- formulate questions aimed at identifying the level of knowledge of students;
- to develop control tasks aimed at determining the level of educational and language skills;
- to develop exercises in accordance with the particular methodological principles of studying this section of the science of language;
- using the general methodological and particular methodological principles of studying sections of the science of language, develop a fragment of a practical lesson;
- write abstracts for using the POPS formula in working on the material covered;
- develop tests on one or more topics to control the assimilation of knowledge;
- using the methods of formation of educational language skills, develop a fragment of a practical lesson;
- develop a fragment of the work program of the UM (training module) in the modern Uzbek language in accordance with its structure: a) determine the goal (s) of learning; b) the content of training that ensures the formation of one or more competencies; c) guidelines for mastering the content of the UM; d) control tasks for mastering the content within the framework of the module-rating system of education.

This is not a complete list of practical tasks. The presented tasks are carried out within the framework of specific topics proposed by the work program of the discipline. It should be noted that the use of such forms of active and interactive learning as business, role-playing games, project activities in practical classes on the methodology of teaching the Uzbek language in higher education will not only reveal the abilities of each student, but also develop their professional skills, while ensuring continuous self-improvement.

When selecting material for current and intermediate control, one should be guided by the specifics of the subject itself and the goals of its study. The specificity of the discipline "Methods of teaching the Uzbek language in higher education" is in the theoretical and practical...
orientation. Consequently, the content for these types of control should be tasks aimed at determining the level of knowledge and the formation of skills at various stages of training. These can be tests of open and closed forms, for compliance and establishing the correct sequence, as well as options for complex tests for all students of the study group. It is important to note that the object of control is not individual knowledge, skills and abilities, but their complexes that make up one or another competence, therefore the content structure of the test options consists of a theoretical and practical part.

The formation of professional competencies within the framework of a personality-oriented paradigm of education is based on the levels of intellectual activity of students and is provided by a system of individual reproductive, productive and creative tasks, the implementation of which will allow future philologists not only to acquire professional knowledge, but also replenish their methodological arsenal with active and interactive teaching methods necessary to improve variable teaching strategies.

**USED LITERATURE:**

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