

MODERN APPROACHES IN LANGUAGE EDUCATION

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ABSTRACT

The article focuses on the teaching of the mother tongue in general secondary educational institutions, modern approaches and their advantages in increasing the effectiveness of education, as well as on the development of students' speech and the formation of correct pronunciation skills. methodical assignments are also included.

Keywords: mother tongue education, modern approaches, competence approach, speech, linguistic competence, integral approach, communicative approach, paronymous words, context.

INTRODUCTION

Today, special attention is being paid to improving the quality of mother tongue education. Teachers are widely using advanced pedagogical technologies and interactive teaching methods in class. Teachers also realized the advantage of organizing high-quality educational activities through multimedia materials compared to traditional methods. Therefore, new approaches such as communicative approach, integrated approach, competence approach are being applied to language education.

Education based on the competence approach is education aimed at forming the ability to apply acquired knowledge, skills, and abilities in their personal, professional, and social activities, to enable students to think independently, take an active citizenship position, take initiative, use information and communication technologies wisely in their activities. ability to use, conscious career choice, healthy competition and general cultural skills.

The word "competence" comes from the word "to compete" and means "to compete". Literally translated, it means "ability to compete". The concept of co-competent education for language education in young people certain competences, in particular, linguistic, speech, creative (independent and creative thinking), formation of competences such as pragmalinguistic sets the task.

Speech competence (listening comprehension, speaking, reading comprehension, writing) is aimed at the student's thinking, understanding the thoughts of others, being able to express his/her opinion in oral and written form and developing it. That is, it is necessary to pay attention to the child's orthographic knowledge as well as his speech knowledge.

Linguistic competence is the development of students' acquired knowledge of grammar (phonetics, lexicology, word composition, word formation, morphology, syntax, writing and spelling, punctuation marks, speech styles, stylistic concepts) and from such wide opportunities aimed at being able to express the idea correctly and fluently using it effectively.

The integrative approach implies the implementation of the principle of integration in any component of the pedagogical process. Integral training is a training organized on several types of training and topics that are easy to integrate, which increases the interest of students and ensures activity in the educational process.

Communicative approach is to understand the speech in a real situation, to teach to express one's opinion correctly. Therefore, a special situation is given for each topic, and in this situation it is required to solve the problem by means of speech. Lessons based on the communicative approach are not limited to written text. The oral and written forms of the language are used equally during the lesson.

Advantages of communicative approach:

1. The advantages of the communicative approach are the development of speaking skills among students.
2. It teaches different ways of expression.
3. This approach is based on practical utility.
 4. It puts more stress on the functional value of language.
 5. It gives students an opportunity to express themselves in and out of the classroom.

Disadvantages of the communicative approach:

1. This approach ignores grammar and structures.
2. So far, it has not been properly and scientifically developed.
3. This is a new approach that needs to be applied and tested for language teaching in schools.
 4. The practical utility of this approach has not yet been confirmed.
 5. Students do not have a suitable environment for communication.

Exercises based on the communicative approach are aimed at understanding the content of the text, attention is paid to the exact task that words and sentences perform in expressing the content.

Examples of providing linguistic knowledge in context

1. Assignment. Put the correct one from the paronyms.

Many years ago, the director of a prestigious factory sent two of his employees to study African markets. what is no use, because (population, reputation) is poor and walks barefoot. Let's not be (separated, very) of the profit we have earned.

The second employee, who started with the first employee (adjacent, approach) the problem in a different way. The information he gave when he returned was as follows: "We will sew the legs ((saddle, preferably). We should not miss the opportunity, let's hurry. For us, the advantage is that people don't have shoes.

2. Task. Explain the meaning of paronyms given in the text.

For example: nufusi – aholisi (population)

Nufuzi (Reputation) –

Judo (separated) –

Juda (very) –

Abzal (saddle) –
Afzal (preferably) –

3. Task. Place the words in the text with different pronunciation and spelling in the table.

Pronunciation	Spelling
balan, balant	Baland (high)

Examples of providing linguistic knowledge in context.

Pay attention.

Learners are explained about sound changes, mainly the rules for adding the suffix correctly. When adding the adverbial suffix to words ending with consonants k and q, consonant g is pronounced in the style of k and q and is written like this:

ko'cha + ga = ko'chaga, yurak + ga = yurakka, o'tloq + ga = o'tloqqa

1.Task. Read the poem. Pronounce the words correctly by adding the suffixes -ga, -ka, -qa to the highlighted words.

Nodir **qishloq**___(-ga, -qa) bordi

Nodir borib **qishloq** ___

Alanglaydi har **yoq** ___

Ma'raydi barcha hayvon,

Nodir boqadi hayron.

O'zini **qo'l** ___ oldi,

Aqlini **ish** ___ soldi.

Go'sht berdi **qo'zichoq** ___

Tuxum berdi **buzoq** ___

Mushuk ___ tashladi o't

Xo'rozboy___ berdi sut.

Suyak tashladi **ot**___ ,

Po'choqni berdi **it**___.

Hayvonlar yemas ovqat,

Nodir-chi,

Bo'lar diqqat.

In short, language education today is aimed at forming students' speech competence (listening comprehension, speaking, reading comprehension, writing) based on modern approaches. The above tasks are aimed at forming the correct pronunciation skills in students and increasing spelling literacy and vocabulary. Tasks prepared on the basis of the text serve to further enrich students' grammatical knowledge. This is an effective method of modern teaching.

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