



Principles For Teaching Uzbek Language In Educational Institutions

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Annotation: This article raises the main problems in teaching the Uzbek language in Russian-speaking groups of educational institutions. Issues such as grammatical knowledge of the subject, the assuming of tasks for independent self-study, the use of terms related to text and specialization are highlighted.

Keywords: Education, Knowledge, Skills, Russian, Uzbek, Written Discourse, High School, Student, Text, Text Content.

At the higher level of education, the content of teaching the Uzbek language needs to be further improved. This will not be a way to strengthen the knowledge gained at school as in the past, but it will focus on developing connected speech within the framework of specialties they receive based on their knowledge gained in high schools and colleges. The teaching content of the Uzbek language is characterized by a combination of listening, speaking, reading, and writing English speech in a way that enhances the scope of speech topics in students' life and work and adapts to specialization. This sets complex requirements, such as reading and understanding scientific and artistic books, creating and documenting text in the field of specialization, updating text in shape and content, and being able to move it to another style of speech. This, in turn, will depend on how accurately and extensively the requirements are able to take advantage of the capabilities of the Uzbek language, especially how well they have mastered the proper use of linguistic and methodological opportunities. (Matthew 24:14; 28:19, 20) The growing position of the Uzbek language in our independent country, the introduction of new Uzbek alphabet and spelling rules based on Latin, and the transition to a full official language prohibit all professionals from mastering the English language thoroughly, regardless of their nationality.

Practical mastering of English discourse makes it necessary to work on the basis of the communication principle of language teaching. To do this, a teacher needs to employ all the opportunities and tools that students can freely talk about on these topics, even though they have a broad knowledge of the recommended speech topics. To achieve student activity in each exercise, the work to be done on the subject must be planned in advance and the student should be notified of these activities. Both the necessary speech situation and the question-and-answer exercises and assignments will be carried out with high responsibility. Grammatical knowledge of the subject, on the other hand, is intended to enable a student to learn independently and to work on himself independently.



The teacher can interpret this knowledge in a commenting manner, correct errors, and reveal the ability to use it in the theme-text language. By doing so, it is easy to teach students how to use language material independently in English. Because the focus is on working on text, texting, it is also good to correct mistakes in a timely manner, help in the necessary places, and join together to force a student to work on his or her speech.

The perfect study of the language is primarily based on the skills and skills of students in English through question-and-answer, conversation, and evaluation of life-style topics. Because language learning in specialties is required to be adapted to the subjects of that field. For example, writing, speech, and debate classes should be determined by the qualifications of each faculty. Based on the possibilities of higher education, it is necessary to organize classes in Uzbek language. Undoubtedly, the use of teaching methods such as classrooms, Wenn charts, mental disorders, inserts, and situations in practical classes will yield the expected results.

Of course, we will not forget that additional text-related publications and dictionaries also play a role in shaping students' knowledge and skills in the language. Because it is clear that teaching The English language creates unique complexities for students of the Russian-speaking group. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. Because the question of the Russian -language "editel peanut" does not correspond to the questions of the arrival of an English-language entity. Considering, for example, the phrase "who is not in the classroom today?" is expressed in Russian in the form of "What's the matter with you?" such discrepancies in the agreement supplements create complexity for Russian-speaking students or students.

Therefore, improving the language skills of students and students, especially the official language, will be an important factor in their future development as competitive standards.

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