



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

THE IMPORTANCE OF USING MODERN APPROACHES IN DEVELOPING THE CONTENT OF MOTHER LANGUAGE EDUCATION

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**Abstract:** *This article discusses reforms aimed at further improving the system of teaching the state language in educational institutions of our republic and further increasing the prestige of the Uzbek language. The importance of modern approaches such as the behavioral approach, integrative approach, competency-based approach, anthropocentric approach, and contextual approach in developing the content of mother tongue education in educational institutions is described.*

**Keywords:** *state language, Uzbek language, mother tongue education, modern approaches, behavioral approach, integrative approach, competency-based approach, anthropocentric approach, contextual approach.*

**ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ СОВРЕМЕННЫХ ПОДХОДОВ ПРИ РАЗРАБОТКЕ СОДЕРЖАНИЯ ОБУЧЕНИЯ РОДНОМУ ЯЗЫКУ**

**Аннотация:** *В данной статье рассматриваются реформы, направленные на дальнейшее совершенствование системы преподавания государственного языка в учебных заведениях нашей республики и дальнейшее повышение престижа узбекского языка. Описывается важность современных подходов, таких как поведенческий подход, интегративный подход, компетентностный подход, антропоцентрический подход и контекстуальный подход, в развитии содержания обучения родному языку в учебных заведениях.*

**Ключевые слова:** *государственный язык, узбекский язык, обучение родному языку, современные подходы, поведенческий подход, интегративный подход, компетентностный подход, антропоцентрический подход, контекстуальный подход.*

**ONA TILI TA'LIMI MAZMUNINI RIVOJLANTIRISHDA ZAMONAVIY YONDASHUVLARDAN FOYDALANISHNING AHAMIYATI**

**Annotatsiya:** *ushbu maqolada respublikamiz ta'lim tashkilotlarida davlat tilini o'qitish tizimini yanada takomillashtirish, o'zbek tilining nufuzini yanada oshirishga qaratilgan ishohatlar yoritilgan. Ta'lim muassasalarida ona tili ta'limi mazmunini rivojlantirishda bixevioristik yondashuv, integrativ yondashuv, kompetensiyaviy yondashuv,*





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

*antroposentrik yondashuv, kontekstli yondashuv kabi zamonaviy yondashuvlarning ahamiyati bayon qilingan.*

**Kalit soʻzlar:** *davlat tili, oʻzbek tili, ona tili taʼlimi, zamonaviy yondashuvlar, bixevioristik yondashuv, integrativ yondashuv, kompetensiyaviy yondashuv, antroposentrik yondashuv, kontekstli yondashuv.*

In recent years, our republic has been developing a normative basis for improving the language teaching system, new innovative technologies for developing speech, creating opportunities for students to acquire knowledge in secondary schools, and improving their logical and creative activity. Today, large-scale work is being carried out in all spheres to increase the role and prestige of the Uzbek language in society. The decrees and resolutions adopted by our state on reforms in the socio-political and spiritual spheres, including the organization of educational work based on the requirements of the time, the improvement of the spheres of culture, art and literature, and the development of a reading culture, serve the development of the Uzbek language, in particular, the native language. According to the Decree of the President of the Republic of Uzbekistan No. PF-6084 dated October 20, 2020 “On measures to further develop the Uzbek language and improve language policy in our country”, the “Concept for the development of the Uzbek language and improving language policy in 2020-2030” was approved, which, based on long-term target tasks, establishes the development of the state language based on the following priority areas:

Achieving full and correct use of the capabilities of the state language in all spheres of the socio-political life of our country;

Further improving the system of teaching the state language in educational organizations, increasing its prestige as a language of science;

Preserving the purity of the state language, enriching it, and improving the speech culture of the population;

Ensuring the active integration of the state language into modern information technologies and communications;

to increase the international role and prestige of the state language, to develop foreign cooperation in this regard; to create broad and equal opportunities and favorable conditions for them to learn the state language in order to develop the languages of all nationalities and ethnic groups living in our country[1].

D.N. Yuldasheva, in the section on Modern Approaches in Native Language Education, section 2 of the textbook “Methodology of Teaching the Uzbek Language (Based on the Cognitive-Pragmatic Approach)” entitled “General Fundamentals of Uzbek (Native Language) Language Education”, writes: “Today, three different approaches (behavioral approach, integrative approach, and competency approach) are used in native language education. These approaches essentially complement each other, and the teacher must use them during the lesson, taking into account the situation.

1. Behavioral approach.





2. Integrative approach.

3. Competency approach”[5]. These approaches are of great importance in developing the content of mother tongue education. It is important that the balanced development of these approaches strengthens students' oral and written monological speech, practical expression of informative and axiological knowledge.

In her research, M. Sobirova emphasizes that “...the possibilities of teaching anthropocentric linguistics, which has emerged as an independent scientific paradigm in world linguistics education today, based on modern approaches to mother tongue education are not covered, and it is necessary to develop and implement the principles and technologies of an anthropocentric approach in mother tongue education”[3].

M. Urazova “...the contextual approach determines the features of organizing the educational process in general and the methodology of teaching specific subjects”[4].

In the 10th grade textbook “Mother Language” authored by methodist scholars B. Mengliyev, Sh. Abdurahim, K. Mavlonova, M. Siddikov, S. Atoyeva, it is written that “until the 1960s, chapar was used in the process of threshing wheat at the threshing floor. After half of the wheat stalks were threshed, the oxen were tied to the threshing floor...

Since the mid-1960s, this device has become unnecessary, and its name has disappeared from the public memory. However, this word in the phrase remained as a name for an object, and its meaning has been forgotten. Its primary meaning is a densely and thickly packed stick, a device with a branch-like appearance. The word chappar was added to the word uramoq, and the meaning of thick, dense, tight, and wide was created (Tura Nafasov, Umida Abdullaeva. Journal of “Language and Literature Education)”[2]. It is necessary to use modern approaches to teaching such topics in mother tongue classes in general secondary schools.

In conclusion, it should be noted that it is becoming necessary to activate the acquired knowledge of students not only by specific types of activities, but also by ensuring their continuous and constant development of skills in the assimilation of knowledge, as well as their effective use in life situations. For this, it is necessary to pay attention to the transition of the modern educational model to active and independent problem solving in various life situations, to pay attention to the solution of complex life situations based on modern approaches based on interdisciplinary integration, to implement the joint work of the teacher and students in the process of assimilating the acquired knowledge. Accordingly, in the development of the content of mother tongue education, it is important to organize the lesson process based on modern approaches.

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MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

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