

THE IMPORTANCE OF INTERACTIVE METHODS IN TEACHING THE UZBEKISTAN LANGUAGE

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ABSTRACT

This article analyzes interactive methods used in teaching Uzbek grammar, their effectiveness and prospects. The relevance of using interactive methods in teaching the Uzbek language, their role in increasing student activity, forming a culture of communication and strengthening language skills is highlighted. Interactive approaches are becoming the main tool of the teacher in the modern educational process.

Keywords: *interactive methods, language teaching, educational technology, communicative approach, student activity, teaching methodology, Uzbek language.*

O'ZBEK TILINI O'QITISHDA INTERFAOL METODLARNING AHAMIYATI

ANNOTATSIYA

Ushbu maqolada o'zbek tili grammatikasini o'rgatishda qo'llaniladigan interfaol metodlar, ularning samaradorligi va istiqbollari tahlil qilinadi. O'zbek tilini o'qitishda interfaol metodlardan foydalanishning dolzarbligi, ularning o'quvchilarning faolligini oshirishdagi, muloqot madaniyatini shakllantirishdagi hamda til ko'nikmalarini mustahkamlashdagi o'rni yoritilgan. Zamonaviy ta'lim jarayonida interfaol yondashuvlar o'qituvchining asosiy vositasiga aylanmoqda.

Kalit so'zlar: *interfaol metodlar, til o'rgatish, ta'lim texnologiyasi, kommunikativ yondashuv, o'quvchi faolligi, o'qitish metodikasi, o'zbek tili.*

INTRODUCTION

Today, the use of interactive methods in the process of teaching Uzbek grammar is one of the most relevant issues today. Unlike traditional teaching methods, interactive methods turn students into active participants and develop skills in the practical application of grammatical rules. In modern language teaching methodology, the communicative approach is a priority, and this approach requires teaching grammar in context and for practical purposes. Interactive methods serve this purpose, because they bring students closer to real communication situations and allow them to apply grammatical knowledge in practice. Today's hectic era requires

every person to study diligently, learn science and craft from childhood. Based on this requirement, a unique education system was created in our country: the Law "On Education" and the "National Program for Personnel Training" were adopted. Along with other areas of education, a special place is given to the education of the native language. The native language teaches the student to think independently, to fully express his thoughts orally and in writing. The level of literacy of the student, his place in social life is built on the knowledge and skills acquired from the native language. It is known that each national language, in addition to accurately and adequately reflecting the material world, also fully expresses the spiritual world, its sorrows and joys. A person has the opportunity to express his attitude towards everything, and this opportunity is always revealed through certain forms of language. In order to convey the unique elegance of the language to students, to make them feel, perceive and use it rationally, modern information and pedagogical technologies are currently being effectively used in native language education, in addition to traditional methods.

RESEARCH METHODOLOGY

In recent years, various educational methods have emerged, such as brainwriting, brainstorming, brainstorming, boomerang, blitz-survey, cluster, case study, hermeneutic conversation. One of these methods is cacography. The term "cacography" is derived from the Latin words *cacos* - "bad, ugly, unpleasant" and *graphos* - "to write", and it is a method of teaching students spelling by correcting a text written with errors for a specific purpose. The pedagogical and didactic possibilities of this method have not yet been sufficiently studied. The words "cacophonic", "cacophony" in the Russian language are explained in dictionaries as "a collection of sounds that are unpleasant to the ear, unharmonious, and noisy". These terms have a negative semantic load. Accordingly, the cacography method seems to hide the awkwardness and unpleasantness associated with writing, but when viewed from an orthographic point of view, revealing the didactic and pedagogical aspects related to it can shed light on the issue. As one of the interactive methods, cacography helps students to think independently, compare things with each other, research, find solutions to problems, and most importantly, draw the necessary conclusions on specific topics based on the knowledge and skills acquired in native language lessons.

It eliminates apathy and carelessness in students, encourages courage and creativity, and eliminates negative traits such as muteness, subordination, and inactivity. The cacography method is especially effective in practical lessons related to phonetics, graphics, spelling, lexis, and morphology. For example, after students

have been given sufficient information on vowels and consonants, it is appropriate to use various tasks in “Consolidation Lessons” or “Review Lessons.” The main focus is on the difference between pronunciation and spelling. Experience shows that most students do not thoroughly master spelling rules in their native language lessons. They get used to writing words the way they are pronounced. Also, dialectal errors in students' speech cast a shadow on their literacy. This gradually leads to a hardening of their literacy level and regular misspelling of words. For example, in the oral speech of students, it is common to pronounce words such as baho, bahar, ilin, yulduz, teatr, savol, orden, obod, marvarid, shanba, mas'ul, daryo as boho, bohor, blan, yuldiz, tiatr, sovol, ordin, obot, marvarid, shamba, ma'sul, dayra and write mistakes on this basis. This shows that they have sufficient knowledge and skills in the spelling of vowels and consonants in their native language lessons. In order to prevent such errors, after the relevant theoretical information on the topic "Spelling of Certain Vowels and Consonants" in the "Spelling Rules of the Uzbek Language" is discussed, the following assignment is given:

Read the words, find the misspelled words, correct them in accordance with the spelling rules of the Uzbek language and copy them into your notebook. Bugalter, hayol, hayo, xolol, momila, khukiq, rektir, kanferensiya, kompyuter, maylis, etc. Correct spelling: accountant, hayol, haya, halol, halal, huuk, rektor, konferensiya, kompyuter, majlis. By completing such tasks in the cacographical direction, the following results can be achieved:

ANALYSIS OF LITERATURE ON THE SUBJECT

The relationship between the student and the teacher is strengthened; □ Students try to remember and recall the knowledge and skills acquired in their native language; □ Compare and contrast materials with each other; □ Draw conclusions, strengthen orthographic knowledge. The cacography method is especially effective in teaching the spelling of consonants that are often used in oral speech, such as h - x, b - p, d - t, z - s. In this case, it is effective to use tools such as showing students misspelled words through slides, deliberately writing mistakes on the blackboard, and using handouts with misspelled words. For example: Identify the misspelled words, correct them according to the spelling rules, and copy them into your notebook. Orombakhsh, zahira, xaxish, khol-ahvol, khyanat, ikhlos, xar hil, hamma, Hindistan, hatti-harakat, hayol Correct spelling: orombakhsh, zahira, khol-ahvol, khyanat, ikhlos, har hil, hamma, Hindistan, khati-harakat, hayol. The cacography method is also useful in covering topics related to lexicology. Writing misspelled words in the text that differ by one sound, such as dars-darz, bob-bop, mart-mard, qasr-kasr, karaam-karam, halok-halak, kaft-kift, asl-asil, asr-asir, okhir-akhir-okhur, chog'-

chog-choh, and asking students to correct them will help strengthen their knowledge. Find misspelled words, correct them according to the spelling rules, and copy them into your notebook. If you dig a hole in someone, you will fall. A March dies once, a namart - a thousand. Debt comes from both hands. If you carry your mother on your shoulder, carry your sister in your palm. Look at the world, who else is as tall as you, Who else is as old as you, Who else is as capable of becoming a nation as you, If you want to forget the myth - become a nation, friend!. The words choh, mard, momard, kars, kaft, kift, yod in the sentences are spelled incorrectly. This can only be found by thinking, reflecting, remembering, and drawing the necessary conclusions from lexicology.

This helps to strengthen the memory of students and develops their independent work skills. Another form of cacography is correcting misspelled words in the text. Read the sentences, copy and write the misspelled words in accordance with the rules of spelling. May your bread be like wheat, May your words be like wheat. The ear never tires of a delicious word. The taste of food is from itself, the taste of a person is from words. A cold word that enters the ear will turn into ice in the heart. Whether you have no money or not, may your words be sweet. A sweet tongue has many friends. A sour word is not liked even by relatives. Correct spelling: May your bread be like wheat, May your words be like wheat. The ear never tires of a delicious word. The taste of food is from itself, the taste of a person is from words. A cold word that enters the ear will turn into ice. Even if you don't have money, let your sweet words be sweet. A sweet tongue has many friends. Harsh words are not liked even by relatives. Such tasks will stimulate the development of intellectual and spiritual qualities in students, such as seeing, remembering, comparing things with each other, and drawing the necessary conclusions. In general, we - the youth - are the wings of our homeland, Uzbekistan. Today, we are faced with the only right path in learning our native language. We are required to perfectly learn the Uzbek language, which is considered the invaluable wealth of our nation, the incomparable jewel of our people's thinking, and to have high oral and written literacy. To implement the above, the cacography method can give us the expected results. After all, the era requires both teachers and students to research and master innovations.

CONCLUSIONS AND SUGGESTIONS

In conclusion, interactive methods in teaching the Uzbek language have become an integral part of the modern pedagogical process. Through these methods, students are formed not only with knowledge, but also with life skills such as social communication, independent thinking, creativity, and literacy. Implementing them in

education and improving methodological competence should be a priority task for every teacher.

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