

**THE ROLE OF INTERACTIVE METHODS IN FORMING STUDENTS' SPEECH
IN MOTHER LANGUAGE LESSONS**

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лицейи она тили фани ўқитувчиси, мустақил тадқиқотчи**Abstract**

Improving the effectiveness of mother tongue classes requires equipping the educational process with new pedagogical technologies, technical and informational tools at the level of current demand. This article discusses "Interactive" methods and modern educational technologies, which are considered to be the most modern and effective methods of teaching in the educational process (mother tongue lessons).

Keywords: education, pedagogy, method, teaching method, technology, interactive, problem, modular, test lesson, audiovisual, informational means.

Introduction

In the context of globalization in the world, in the process of innovative design of primary school classes, attention is paid to improving the technology of student activation, increasing the quality of education, encouraging creative thinking and learning, as defined in the international education concept of UNESCO. In particular, it is important to apply interactive methods (activating game technologies, competing teams, performing didactic functions) to the process of teaching subjects in leading higher education institutions in Great Britain, Germany, Korea, Switzerland, Hungary, Russia, and China, and to determine the principles of integrative educational content. . In the world, the organizational component of the student activation technology model in mother tongue classes is the approaches (logical, heuristic, integrative, authoritarian, critical, cognitive-pragmatic) and the use of innovative methods and tools that meet modern requirements in the teaching process, and research is being carried out on its implementation. In developed countries, special attention is paid to clarifying the principles used in the creative activation of students (scientific, organic, sequential, demonstrative, mobile, modeling). In our country, improving the quality of mother tongue education, creative thinking, critical assessment, and designing the creative activities of students are considered urgent tasks. "It is necessary to bring general secondary education to a new level by creating opportunities for quality education in the general secondary education system in accordance with advanced international experience and modern requirements of society, using modern pedagogical technologies in the educational process, and developing competition in the market of educational services." In this sense, bringing educational processes to a new level of quality in our republic; There is a need to further deepen scientific research on the basis of the basic competences of students' activation in the process of designing primary-grade mother-tongue lessons.

Methodology studies the following issues:



1. Determines the tasks and content of teaching. What should be taught? answers to the question, that is, determines the programs and educational content of the elementary school mother tongue course, creates textbooks and manuals for students, improves them, and constantly monitors their effectiveness and compliance.

2. Develops a coherent system of teaching methods, principles, methods, lesson and its types, students' practical work - exercises and written works, i.e. "How to teach?" prepares an answer to the question.

3. It solves the questions about the most useful conditions from a scientific point of view in providing knowledge and skills to students in the mother tongue, i.e. "Why should it be taught in this way?" prepares an answer to the question. examines the most useful materials, substantiates the selected methods, experimentally verifies the recommendations. The method of teaching the mother tongue in primary grades is the first stage of the method of teaching the mother tongue in upper grades, and it teaches the students of the primary grade practically (accordingly) the issues it examines.

At the same time, there are specific features of the mother tongue teaching methodology in primary classes. Teaching the mother tongue in primary grades includes not only grammar, spelling, and related speech development methods, but also literacy, classroom and extracurricular reading methods. Based on this, the science of native language teaching methodology in primary grades performs the following tasks: a) the content, size and existing system of the native language course in primary grades, that is, the program of the course (literacy, reading, grammar, spelling, speech development, etc.) definition and justification; b) to study the process of formation of knowledge and skills from reading and writing, as well as the difficulties encountered by students in this process, to analyze the cause of errors, to develop types of work that help to prevent and correct them; c) methods and tools that help students to clearly understand and thoroughly master the educational material given in their native language, to apply the knowledge they have acquired in practice, and to the general development of students, that is, to develop their intelligence, memory, observation, memorization, logical thinking, creative thinking, speech development; g) implementation of educational tasks set before schools in connection with teaching the mother tongue, formation of moral and aesthetic qualities in students. The methodology of teaching the mother tongue determines the knowledge, skills and qualifications of students at different stages of education, determines the success and shortcomings of learning, looks for the cause, and finds ways to eliminate mistakes and shortcomings. B.Blum emphasizes the importance of the clear definition of the educational goal in the content of educational technology and develops a taxonomy that serves to clarify the goal in the process of developing test tasks in order to determine the theoretical knowledge acquired by students. Taxonomy is the classification and systematization of certain objects based on their natural interrelationships. In recent years, scientists of our country have created a number of articles, pamphlets and manuals on the theory of educational technology.

M.O. Achilov interprets this phrase as "Pedagogical technology is a set of methods and techniques used in teaching and knowledge acquisition processes, taking into account the interaction of human potential and technical means, based on systematic, technological approaches, guaranteeing the result and objective assessment, clarifying educational goals", N.Saidahmedov defines it as follows: "Pedagogical technology is the process by which the teacher (educator) influences students with the help of teaching (educational) tools and, as a product of this activity, forms



predetermined personal qualities in them." O'.Tolipov and M.Usmonboeva express the essence of the concept of "pedagogical technology" as follows: "pedagogical technology is the content of the process of pedagogical activity organized on the basis of a specific project, directed to a specific goal and guaranteeing the achievement of this goal" created by O'.Tolipov and M.Usmonboeva The work explores the issue of applying the theoretical foundations of pedagogical technology to practical pedagogical activities. Also, an attempt was made to reveal the practical foundations of the application of pedagogical technologies to the teaching process of special subjects. The "New Pedagogical Technology: Theory and Practice" created by philosophers B.Ziyomammedov and Sh.Abdullaeva In the work entitled "Fundamentals of Spirituality" the issues of organization of classes based on the technological approach are disclosed, and a number of developments in this regard are brought to the attention of the readers. It is known that the driving force of man and his society is human thinking. Thinking is a complex of intelligence and worldly knowledge. Modern knowledge is created in the process of education. Accordingly, with special attention paid to education in our country, its transfer to a new pedagogical system has become one of the main tasks of our time, which also serves as a scientific basis for the establishment of continuous education. It is known that every country and society will have its own educational system and teaching technology. But in this technology, the world and universal education system and teaching technology are creatively used and enjoyed. In this regard, special attention is being paid to the teaching of school subjects based on new pedagogical technologies. In particular, the subject is being taught using a new pedagogical technology, for which the need to prepare and produce didactic materials, exhibitions, methodical literature for the lessons of the native language subject remains an important task today. It is known that pedagogical technology in the field of education is a very complex issue, and its use in the teaching of visual arts also causes specific problems. Pedagogical technology in the form of "lesson technology", "teaching technology" and "educational technology" is also used in the teaching of mother tongue classes.

1. "Lesson technology" is a pedagogical process that guarantees the organization of a 45-minute lesson to the general pedagogical audience (didactic and methodical) . That is, the class-lesson system of mother tongue science, which includes: imparting new knowledge, given knowledge-skills consolidation, mixed lesson, knowledge-skills checking and control lessons. Each of them operates in its own technologies.

2. "Education technology" is a process of a set of methods, rules and methods of teaching native language classes and acquiring knowledge and skills from theoretical and practical fields based on them. This technology represents the process of teaching and mastering a certain educational subject, didactics and special methodology. Accordingly, the teaching technology varies according to the type of native language lessons. Because the didactics and methods of teaching native language lessons, the goals and tasks of the lessons change, and its teaching technology also changes.

3. "Information technology" is expressed in the content of providing information to students, it is expressed in the content of scientific dialogue, relationship, creative cooperation processes between the teacher and the student in the process of imparting knowledge and skills to students in the subject of the mother tongue. That is, it is expressed in the set of educational tools, teaching didactics, methods and methods that can guarantee the transfer of knowledge and skills to students. Because, during the course of the lesson, the teacher of the native language gives information to the students about the content of the lesson and the practical tasks performed in the lesson and the



easiest, shortest and most scientifically based ways of completing them. The above shows that all three of the above views of pedagogical technology can be used in teaching science. A native language teacher who has a good understanding of pedagogical technology can improve the effectiveness of the lesson in any case. Because there are many principles of pedagogical technology that can be used according to the purpose and task of the lesson. The difference between such teaching and traditional education is that the traditional teaching technology is generally "teacher-student" style, in which the student is considered as an object of the educational process, that is, as a passive person. Pedagogical technology is based on the "Teacher - education - student" system, in which the student becomes a subject, that is, an active participant in the educational process. In this case, the student becomes an organizer who creates conditions for self-research and self-observation and a manager who controls it.

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