

## MODERN EDUCATIONAL INNOVATIVE TECHNOLOGIES IN TEACHING NATIVE (UZBEK) LANGUAGE

**Dilnoza N. Taylakova**  
Job Seeker

Uzbek Scientific Research Institute of Pedagogical Sciences, Tashkent, **UZBEKISTAN**

### ABSTRACT

The paper deals with modern educational technologies - information and communication technologies, student-centered learning technologies, heuristic learning technologies, subject-oriented technologies, dialogue technologies and gaming technologies in the Uzbek language lessons.

**Keywords.** Education, educational technology, innovative technology, information and communication technology, innovative model, native language.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Currently, multimedia technology, network technology and satellite technology transfer, as a representative of information technology, is developing very rapidly. Modern educational technologies based on information technologies play an important role in promoting the modernization of education. Modern educational technologies will have a significant impact on ideas, forms, process, teaching methods and education management.

The use of modern educational technologies to teach the Uzbek (native) language will be the driving force behind the innovations of continuing education in the Republic of Uzbekistan. Using the modern theory of education and modern information technologies will allow to achieve the effective development of teaching the Uzbek language. New educational innovations have already come to the Republic of Uzbekistan. For example, computer technology has allowed teachers to make their lessons more interactive and therefore more interesting and useful; this method has also been shown to improve student performance, as lessons are more memorable, and therefore students are able to more effectively store information.

Teachers, like students, can also find a range of resources on the Internet that can provide inspiration and advice for classes; teachers can also recommend good resources for students to further encourage and stimulate their learning. In addition to computers, many schools and colleges use new technology methods to enhance learning experiences; they include digital television channels, DVDs, digital radio, and sophisticated forms of communication technology.

Modern approaches to the modernization of education in the Republic of Uzbekistan, the introduction of new generation standards determine priority goals and objectives, the solution of which requires a high level of education quality. Today, society is interested in graduates with developed cognitive needs, aimed at self-development and self-realization, able to operate on acquired knowledge, navigate in the modern information space, work productively, collaborate effectively, adequately evaluate themselves and their achievements. To prepare such students, teachers need to use modern educational technologies in teaching [1-6].

One of the pedagogical tasks today is the introduction into the educational process of such methods and techniques that will help adolescents not only master certain knowledge and skills in a particular field of activity, but also develop their creative abilities, where the Uzbek language plays an important role.

Searching for answers not only to the questions “nimaga urgatish (what to teach)?”, “Nima uchun ukish (why to teach)”, “kandy ukish (how to learn)?”, But also to the question “kandy natijador ukish (how to learn effectively)?” " led scientists and practitioners to an attempt to “technology lashtirish (technologicalize)” the educational process, i.e. to turn training into a kind of production and technological process with a guaranteed result, and in this regard, a direction has appeared in pedagogy - pedagogical technologies.

Pedagogical technology is a well-thought-out model of joint educational and pedagogical activity in the design, organization and conduct of the educational process with the unconditional provision of comfortable conditions for students and teachers.

New educational technologies offer innovative models for constructing such an educational process, where the interconnected activities of the teacher and student are highlighted, aimed at solving both educational and practically significant tasks. This does not contradict the creative processes of personal improvement, since each of the pedagogical technologies has its own zone, within which the personality develops. Modern pedagogical technologies include:

1. Information and communication technologies.
2. Technology student-centered learning.
3. Heuristic learning technology.
4. Subject-oriented technologies.
5. Dialogue technologies.
6. Game technology.
7. Health-saving technology.

I will dwell on technologies, the elements of which I apply in my practice:

1) domain-specific technologies

These include:

a) technology of differential education. Differentiation is carried out not due to the fact that some students are given a smaller volume of material, and others more, but due to the fact that by offering students the same amount of material, the teacher orientates them to different levels of requirements for mastering it. When differentiating students, the teacher needs to rely on the following: the general level of training, student development; individual features of mental development; individual characteristics of the student; the student's inability to master the subject for one reason or another; the student's interest in a particular subject.

b) technology of concentrated training

The purpose of concentrated training is to improve the quality of training and education of students through the creation of an optimal organizational structure of the educational process, bringing training closer to the natural psychological characteristics of human perception.

2) technology of student-centered learning

The priority tasks of personality-oriented technologies in pedagogy are to form and develop the intellect and speech of students, to develop critical and creative thinking. These technologies include pedagogical workshops, modular training, the project method, learning as a study.

In my lessons, I use the project method - an independent research activity of a student, which has not only educational, but also scientific and practical significance. This technology

actualizes the most important speech skills, involving students in all types of speech activities, improves the ability to work with texts of different styles and types of speech at the level of information-semantic processing.

### 3) gaming technology

The beginning of any game is, first of all, an emotional attitude to the game, to the perception of game tasks, when the child's mental activity and imagination are activated. I usually create a game setup in a fun way, sometimes using slides, drawings, and movie clips. The next structural element of the game are game tasks, which are connected with educational tasks. To combine didactic (educational) and game tasks, the rules of the game are necessary. They organize the behavior of the players, provide the players with equal conditions. An obligatory structural element of the game is its result. The result can be visual.

The range of capabilities of information technology is much wider and depends on the imagination, creativity and technical preparedness of the teacher, but in any case, we can conclude that the use of information technology in teaching the Uzbek language not only intensifies the learning process, but also increases the motivation of a modern student to study, stimulates his cognitive interest and increases the effectiveness of group and independent work.

The introduction of information technology in the educational process changes the traditional view of education, making it possible [4]:

- improvement of the methodology and strategy for the selection of content, methods and organizational forms of training corresponding to the tasks of developing the personality of the student in modern conditions of informatization of society;
- the creation of methodological training systems focused on the development of the intellectual potential of the learner, on the formation of skills to independently acquire knowledge, carry out information-educational, experimental and research activities;
- creation and use of computer testing, diagnosing, monitoring and evaluating systems;
- implementation of the possibilities of electronic textbooks as a means of training, an object of study, a means of control, a means of communication, a means of processing information.

When modeling, developing and implementing electronic means of teaching the Uzbek language of various genres, the following proposed and described in the study can be used [2,3]:

- types of electronic resources, principles for the selection and organization of educational material, assistance systems and feedback mechanisms, types of multimedia visualization, a system of test diagnostics of language and speech knowledge, skills;
- models of electronic teaching aids, diagnostics, and control — local manuals of various genres, diagnostic tests, a hypertext textbook, a training complex based on hypermedia technologies;
- a universal form for describing educational material for implementing an author's idea in a software shell;
- systems of trajectories for the development of educational material when working in a hypermedia environment;
- types and forms of work with various electronic resources, taking into account different learning conditions and for the implementation of different educational tasks. In the course of the study, the following were created, tested and implemented in the educational process:
- local electronic manuals in the native language: a manual for beginners to learn the Uzbek graphics, alphabet and phonetics; a manual teaching the work with the Uzbek-foreign dictionary;

- introductory grammar speech course;
- linguistic research game to study the Uzbek case system and automate the skills of using case forms of a noun;
- local electronic manuals in the Uzbek language: a manual for studying the Uzbek case system and spelling rules for case endings; manuals on spelling, morphology, syntax and punctuation for high school students;
- multimedia complex (e-book) on the Uzbek language for high school students, covering all the material of the school course of the mother tongue;
- control and diagnostic tests for spelling and punctuation;
- a set of electronic training materials for conducting final lessons in 9 classes on syntax, phonetics, lexicology, morphology and organization of project activities on this basis;
- educational and methodological complex in the Uzbek language for students on the basis of hypermedia technologies;
- hypermedia training complex (introductory phonetic and grammar course).

Based on the described technology, an electronic textbook, “Native language” (9th grade) in the Uzbek language for a comprehensive school, was created.

Below are the pictures from the frames of the electronic textbook “Native language” (Fig. 1, Fig. 2.)



Fig. 1. The title page of the EU "Native language"



Fig. 2. Tests on the topics of EU.

Each section of the EA consists of the following components:

- educational material for these sections;

- tests to consolidate and control the assimilation of knowledge. All sections of the EA and their components are interconnected, located in a common software shell. Each component in the indicated sections of the electronic textbook is accessible to the user from any other component.

In conclusion, I want to emphasize that an electronic textbook is significantly different technologically from paper and should be supported by electronic technologies, which include: animation, multi-level and multivariate tasks, hypertext, etc., which ensures the adaptability of the content of electronic textbooks for various circles users.

## REFERENCES

1. Krasnova A. A., Belyaev M. I., Solov'ev A. V. Technologies for creating e-learning tools: 2nd edition. - Moscow: MGIU, 2002. - 304 p.
2. Taylakova D. N. Technology modeling and creating an electronic textbook for the course "Mother tongue" // *Young Scientist*. - 2013. - №5. - p. 772-775.
3. Taylakova D. N. Requirements for the creation of electronic textbooks of the new generation // *Journal "Physics, Mathematics and Computer Science"*. Tashkent, 2012, No. 3.
4. Mardonov D. R., Aminova N. I. Information and innovative technologies in teaching the Uzbek language // *Young Scientist*. - 2016. - №14. - p. 557-559.
5. Tsoi M.N, Dzhuraev R.Kh., Taylakov N.I. Creations of electronic textbooks: theory and practice. Monograph. State Scientific Publishing House "Uzbekiston Million Encyclopedia". - T.: 2007. -192 p.
6. Khodzhaeva Sh. A. Innovative technologies of teaching a foreign language // *Young scientist*. - 2016. - No. 25. - S. 603-605.