

MODELING NATIVE LANGUAGE LEARNING BY DESIGNING EDUCATION

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ABSTRACT

This article discusses how, in order to design the creative activity of students in teaching their native language, from the point of view of the teacher who uses creative design, the following concepts are interrelated and subordinate :teacher and textbook, teacher and teaching materials, teacher and visual aids, student and textbook, student and teaching material, student and visual aids, from the point of view of the teacher who is engaged in designing during lessons, the teacher and project relationship, teacher and student, teacher and student attachments, student and educational materials. Project activity should be considered as part of the professional competence of a teacher, which is a unity of theoretical and practical training for the implementation of pedagogical activities and characterizes professional quality.

Keywords: Project training, pupil (student), educational material, project activity, competence, pedagogical technology, modeling, information, education system.

INTRODUCTION

Today, every teacher or industrial worker should know a set of information and communication technologies and technical systems. At the same time, the teacher is an active participant in production, and the production specialist, in turn, must act as a teacher. Now an important task should be to educate our youth on the basis of innovative educational technologies at a high level in educational institutions with modern equipment. To do this, every teacher must work on themselves, keep up with the times, thoroughly know and implement innovative learning technologies in their work. These days, the lessons of the old traditional style do not meet the needs of our young people, they do not even want to listen to such lessons. Given the current process of globalization and the rapid growth of intellectual development of our youth, the use of methods and technologies that require a creative approach to methodology remains an urgent problem today. Independent training or independent research is conducted at all stages of the education system. But such exercises are not followed by their own rules, so these exercises do not give the expected result. In fact, in such classes, the teacher sets a specific task for the student, student or listener based on special schemes, formulas, mathematical equations with visual aids.

Main part

It is well known that the main relationship in the educational process is the relationship between the teacher and the student. In creative education, this connection plays a Central role, changing its form. If in traditional education teacher and textbook, teacher and teaching materials, teacher and visual aids, student and textbook, student and educational material, student and visual aids, etc. are interconnected, then in computer education their form changes slightly [1]. In order to design the creative activity of students in teaching their native language, from the point of view of the teacher who uses creative design, the following concepts are interrelated and subordinate :teacher and textbook, teacher and teaching materials, teacher and visual aids, student and textbook, student and teaching material, student and visual aids, from the point of

view of the teacher who is engaged in designing during lessons, the teacher and project relationship, teacher and student, teacher and student attachments, student and teaching materials. [2]. First of all, we will focus on the activities of a teacher who is engaged in design. Naturally, the quality of a structured project determines the effectiveness of training. In the structure of the project activities there are two levels of activity: creative design, involving the creation of new knowledge in the form of projects; individual character design that reflects the personality of the teachers in the project created on the basis of study of experience of advanced teachers. Project activity should be considered as part of the professional competence of a teacher, which represents the unity of theoretical and practical training for the implementation of pedagogical activities and characterizes professional quality [3]. Theoretical preparation for project activities is a high level of proficiency in a set of skills and competencies in design. Muraveva G. E. believes that design is the ability to predict the outcome of the development of the didactic process; project implementation planning; design of the technological process of creating a material base; introduces modeling issues to obtain new information about the object [4].

Slastenin V. A., Kuzmina N. V. believe that the reflexive set of competencies that determine the theoretical readiness of teachers for project activities, providing self-improvement of pedagogical activity; cognitive, developing the ability to improve their methodological level; educational, forming skills and competencies in obtaining and using information; communicative, developing oral and written communication technologies; introduces social competence, which focuses on understanding the essence of their professional competence. The goal of education, which is the leader of pedagogical technologies in the design of education, remains one of the most important aspects in the design of educational content. They can be expressed as follows [5]:

- at the period of studying subjects, first of all, determine the level of study of basic concepts and design their study;
- developing of basic concepts of educational standards, their compliance with the curriculum, their relevance for the future activities of the student;
- designing of training methods;
- designing the level of preparation of the student;
- ensuring that the training content meets the intended goal;
- pre-projecting teaching methods, which ones to use at what stage of the lesson;
- designing the level of knowledge and skills acquisition by students in different types of lessons;
- designing the use of various verification and control methods in the learning process;
- developing of effective use of up-to-date information in each lesson;
- preliminary recording of methods, means, and results to be achieved when preparing texts of educational materials;
- Creating a database of goals and objectives for the subject, designing their completion through assessment, and so on.

Today, every teacher or industrial worker should know a set of information and communication technologies and technical systems. At the same time, the teacher is an active participant in production, and the production specialist, in turn, must act as a teacher. Now an important task should be to educate our youth on the basis of innovative educational technologies at a high level in educational institutions with modern equipment. To do this, every teacher must work on themselves, keep up with the times, thoroughly know and implement innovative learning technologies in their work. These days, the lessons of the old traditional style do not meet the needs of our young people, they do not even want to listen to such lessons. Today, given the

current process of globalization and the rapid growth of intellectual development of our youth, the use of methods and technologies that require a creative approach to methodology remains an urgent problem. Independent training or independent research is conducted at all stages of the education system. But such exercises are not followed according to all the rules, so these exercises do not give the expected result. In fact, in such classes, the teacher sets a specific task for the student or listener based on special schemes, formulas, mathematical equations with visual aids. Students (listeners) do not move from theory to practice, as in traditional lessons, but from practice to theory and create creative ideas, draw their own conclusions within the topic. Working on the basis of such technologies provides high efficiency in training. In pedagogy, there are several methods and technologies that require independent work. These include modeling technologies.

Innovative approaches to modeling the learning process in methodology, as well as the ability to model the pedagogical system and processes, to learn to adapt to this process, have become an urgent need for modern youth. For many years, modeling has been one of the most relevant methods of scientific research. Today, humanity cannot imagine its scientific, educational, technological and artistic activities without modeling the world around it. Rigid and precise formulation of imaginations (models) is very difficult, but by the 21st century, humanity has accumulated a wealth of experience in modeling and using various objects and processes. Modeling in pedagogical research allows you to combine empirical and theoretical knowledge obtained from human experience, its impressions through the senses and observations in the natural environment, that is, experience, the structure of logical connections and scientific abstractions in the study of a pedagogical object.

The concept of "model" (FR. *Modele* / *lot* / *modulus* - means measure, norm), a product that occurs as a set of information about a certain source object in natural science or science as a whole - an object, a material device, a graph, a scheme, a means of knowledge in General. [7]. In other words, the model is an imitation of natural objects (similarity, imitation), corresponds to the Uzbek words "qolip-stencil", "andaza-pattern, template". The model serves as the basis for the occurrence of events in which explicit or abstract objects are examined in miniature objects, diagrams, drawings, and physical structures. The creation of models is as continuous as the development of science. It is widely used in the process of learning based on visual models and allows you to visualize an object or process that is difficult to master directly [12]. "Modeling" is the integration of educational materials or educational content into a complete system [8]. Any science at the level of education should be based on a model. The use of modeling is directly related to a deeper understanding of the nature of educational situations and processes, a serious study of the theoretical foundations of research. Facilitating the content of the educational process is activating the student's independent knowledge, implementing a person-oriented approach to the student, etc. Therefore, modeling is "a method of studying objects of knowledge in their models; to identify or improve the description of explicitly existing events and objects to be constructed, to facilitate methods for creating them, and to create and study them for managing them." Modeling is a method that simplifies every scientific object. In this way, the model solves a problem that traditional theories cannot explain by revealing an aspect of the object that has not been observed before, but may be realized in the future.

Modeling of language units in the Uzbek language is based on a stable relationship of elements of these symbols. Therefore, the division of relations between elements of the whole into stable and unstable types is important for linguistic modeling. Modeling is an interdisciplinary method that is common to all disciplines.

It is less effective to explain new material to the student without schemes, techniques, certain formulas, in a word, models. Modeling is used to facilitate the content of educational material, improve the planning of the educational process, management, forecasting, diagnostics, design of educational activities and educational processes.

For many years, observation methods were the only method in linguistics. But using these methods, the inner essence of language phenomena is not revealed. Using the observation method, it will be possible to study word forms, sentence structure, and other structural features. Since the structure of language and speech is complex, it will be impossible to fully study them using the observation method, because language and speech have their own difficulties.

One of the main tasks of teaching the native language at school is the formation of speech culture among students. Cultural speech is distinguished by the originality of the national language, semantic accuracy, color, variety of words, and artistic expressiveness. The oral form of cultural speech must conform to the orthoepic norms of the literary language, while the written form must conform to spelling norms, style, and so on.

Speech culture is formed as a result of the organization of intellectual and practical activities of students according to the norms of the literary language. Everyone recognizes that the rules that all native speakers of this language must follow are the norms of the literary language. The norms of a literary language include words that exist in a particular language, word formation, word formation models and word modifications, word combinations, and rules for the correct use of sentences in speech.

The essence of language is that it is a human activity. Speech activity is characterized by the fact that one person transmits his thoughts, desires and demands to another, and the second person understands the thoughts of the first, responds to his demands in the form of an affirmation or denial. This means that two people are involved in speech activity: the transmitting speaker and the receiving-listening.

In the process of speech activity, both the speaker and the listener rely on words, phrases, and sentences. The word, phrase, and "utterance" in a sentence serve the speaker, and the "hearing" serves the listener. "Speak" and "hear" are significant sounds that are the first form of language - live speech. The second form of language is written speech.

It is extremely important to take into account the features of oral and written speech in training, to observe their relationship. In grammar lessons, children learn the secrets of correct speech, teaching students to choose words in accordance with the purpose of speech, revealing the meaning of words. The faster the student can select words in accordance with the purpose of speech, the more active they will be in speech activity. Consistent study of school grammar leads to the development of speech skills that allow students to actively participate in the speech process. What is speech ability? One of the problems studied by modern psychology is the question of personal abilities. According to personality psychology, abilities are a combination or synthesis of individual traits that can meet the requirements of human activity. Speech abilities are a manifestation of human abilities. The most urgent problem in the field of native language teaching is the study of the skills necessary for successful language acquisition, and the creation of a learning system that directly affects the development of these skills.

Word selection in accordance with the purpose of mental speech is carried out by adding auxiliary means (auxiliary words and suffixes) to the selected words, which represent various

connections in thought. Choosing the right words and combining them grammatically to make a speech also shows the speaker's abilities. If a person understands the meaning of the words they use, they choose them correctly, and if they choose correctly, they can adjust their speech according to the goal. Given that speech and hearing are psychophysiological processes, S. F. Ivanova used the term "psycholinguistic abilities". The meaning of the word is related to the expression of things in existence - events, their sign, movement, quantity, and so on. "As something reminds you of something else, so a word makes you think about its meaning," wrote the famous Russian scientist L. S. Vygotsky. "It is clear that when an event passes through the human mind and finds its expression in language, that expression also becomes the object of language." For example, in the phrase "plants wither" for a biologist, what has withered is considered a plant. The biologist interprets the studied plant (object) as an object, as a language expression of the plant - (plant) as a linguistic subject. The human mind becomes an active factor in cognition of the subject being through linguistic categories - words, speech.

The use of words in speech is characterized by two different factors; the selection of words for the purpose of speech, grammatically harmonizing the selected words. Thus, the choice of words in accordance with the purpose of speech, correct pronunciation of words and phrases, and correct listening are components of psycholinguistic abilities.

In the literature, two things are taken into account when teaching a language: theoretical knowledge and skills acquired in connection with theoretical knowledge. But the third thing that a child needs to develop at school - speech abilities that begin to form from a young age in the process of communicating with people-is overlooked.

It is necessary to create a system of education that the theoretical knowledge provided by the language and the skills formed, on the one hand, correspond to the speech skills available to children, and on the other hand, effectively influence the development of existing skills in students.

Language is directly related to thinking. Language cannot develop without thinking, thinking without language. Therefore, any work aimed at improving the speech of students in their native language lessons is also a factor in the development of children's thinking. Therefore, the development of students' speech language is an urgent problem when teaching is in their native.

Consciousness is the perception of being in the human brain. Through the organs of sight, hearing, touch, and taste, the things of the external world are reflected in the human mind. Through thinking, a person distinguishes, compares, analyzes and synthesizes the similarities and differences of things and phenomena in nature and society. They are materialized in language, they are understandable to people.

The role of abstraction and generalization in the thought process is great. Speech, inextricably linked with abstraction and generalization, provides a person's perception of reality at the highest level. The second signal system, inextricably linked with abstraction and generalization, is not only the highest level of perception of material existence, but also the highest regulator of human nervous activity, control of all his behavior.

Based on the theory of the interdependence of language and thinking, the following pedagogical conclusions are made:

1. Language and thinking are dialectically interrelated. Just as the walls of a building under construction are made of bricks, each stage of thinking is supported by words. Therefore, increasing the vocabulary of students is a key task of school education.

2. as a result of mastering the language, students learn the secrets of correct use of words, phrases and sentences. This shows the perfection of students' speech, as well as their thinking.

3. the reliability of knowledge obtained in the context of a particular topic is determined by the degree to which the student is able to Express this knowledge in their own words. As a result, students write, learn, and Express themselves more in class.

Teaching the native languages in school as a subject means increasing its educational role, turning it into a sharp educational tool. Let the social functions and educational significance of language be felt not only by the teacher, but also by the student. Students should understand that a person speaks for themselves, not writes for themselves, but rather speaks for people and writes for people as a social necessity.

Later, modeling was used to cover language phenomena. In the modeling method, the researcher studies the object model, not the object itself. There will be interdependence and proportionality between the original and the model. Creative models have emerged as a result of linguistic development. In this case, language models acquire a creative character by exploring what exists. Based on the immutability of creative models, conclusions are drawn about the options.

Recently, the modeling method has been actively used in linguistics [8]. At the same time, scientists consider a number of advantages and pragmatic aspects of this method. This can be explained as follows:

- The first, modeling is a practical method, not a descriptive one;
- The second, the modeling method is optimal in any situation ("most convenient", "most acceptable»);
- The third, the modeling method is based on the principle of economy. No need for long definitions and descriptions;
- The fourth, it simplifies and simplifies the explanation and interpretation of the object.

It is known that the main content of "educational content" consists of educational material intended for teaching students, which in turn is divided into learning elements. There are also a number of forms of training materials, such as training tasks, training questions, and educational exhibitions [7].

The training material is presented as a curriculum for each subject and a sample of certain knowledge in the textbook. Since the educational process consists of studying the educational material, it is necessary to analyze and process it before starting the educational process. The process of pedagogical processing of educational material is carried out in several stages. This activity begins with the division of the educational material into educational elements, which are its smallest unit [5].

In creative education, individual elements of training are placed in a specific system, and the text of the training material is prepared, revealing the content of each element of training. "Basic concepts of knowledge play a Central role in any education system. If they are not developed in methodical detail, the high learning efficiency will not be achieved" [10]. Also, "it is considered that the basic concepts of knowledge play an important role in the automated learning system: they are a diagnostic element in determining the psychological characteristics of the subject of independent study, a parameter for optimizing the educational process, etc."

The training material consists of logically related parts. Therefore, it is effective to explain it in parts - training elements. Narrative style is the most convenient way to teach a lesson by breaking it down into elements. Moreover, the smaller the amount of information provided and the more it is verified, the more successful the learning process management will be [6].

"Educational process", V. S. Shubinskiy - can be divided into two stages. At the first stage, students need to remember the necessary information, such as the definition of a concept, its properties, the expression of a rule, and so on. At the same time, students can't use them to solve problems. The second stage is an exercise stage where the knowledge gained in the first stage is applied to solve problems, and the knowledge gained is upgraded to the level of skills and competence" [215]. The student can fully assimilate the described material. However, in most cases, this is due to the material, which makes it difficult to answer questions that are not described in the training materials, or to apply the knowledge gained to solve practical problems. Exercise plays an important role in overcoming this problem [127].

Student activity - studying teaching as a subject of creative activity expands the ability to determine the principles of students' creativity. We distinguish the unity of independence, activity, consciousness, contradiction, causality, community and individuality as the principles of education of creative abilities in children.

RESULTS AND DISCUSSIONS

The analysis of children's activity in subject-object relations allows us to distinguish two interrelated aspects of children's creativity - the point of view: the point of view of the process; from the point of view of the means. According to these views, the interaction between the student and the learning material requires an analysis of the learning materials first, and then of the students' activities.

Types of modeling by the degree of generality of the object are as follows:

1. An analytical model aimed at characterizing a linguistic fact.
2. An intermediate model or additional model.
3. Synthesizing model based on maximum generalization. The concept of a linguistic model was introduced by such representatives of structural linguistics as E. Sepir, L. Bloomfield, R. Jakobson, N. Chomsky, Z. Harris, and Ch. Hocker. The development of the linguistic model dates back to the 60-70s of the XX century (the period of the beginning of the development of mathematical and cybernetic linguistics).

The linguistic model can be divided into the following types:

1. Models of speech activity of a person. These models reflect specific speech processes and events. For example, the pronunciation model of a particular sound or a speech sample.

2. The linguistic model of the study. They reflect a research process based on specific language phenomena. For example, the General model of word formation in the Uzbek language based on the morphological method: base + word-forming adverb; non-standard models: base + th; base + tel; as well as base + ist.

3. Metamodels - in this case, linguistic models are selected that are hypothetical-deductive, abstract, and rationalized. The modeling method is actively applied to some languages, including English. The simple construction of sentences in English and Russian is defined as follows: C+ B + O:

S = subject,

On additions,

In the = predicate.

I'm writing my dissertation. He's reading a book.

I have read the book. I am writing a research work.

A simple construction of sentences in Uzbek language: With + O + To: “*Sen sher bitding. Men sher yod oldim.*” S = subject, C = complement, P = predicate.

WPM is a model of minimal simple speech. N: I read it. You wrote it.

For many years, observation methods were the only method in linguistics. But the use of these methods does not reveal the inner essence of language phenomena. Using the observation method, it will be possible to study word forms, sentence structure, and other structural features.

Since the structure of language and speech is complex, it is impossible to fully study them using the observation method. Because, language and speech have their own difficulties. Later, modeling was used to cover language phenomena.

Recently, the modeling method has been actively used in linguistics. At the same time, scientists consider a number of advantages and pragmatic aspects of this method. This can be explained as follows: first, modeling is a practical method, not a descriptive one; second, the modeling method is optimal ("most convenient", "most optimal") in any situation; third, the modeling method is based on the principle of economy. There is no need for long definitions and descriptions; fourth, it simplifies and simplifies the explanation and interpretation of the object.

Along with the positive and pragmatic aspects of the modeling method, there are also limited aspects. They manifest themselves in the following: modeling is based only on constructive and formal features. At the same time, the semantic side and semantic aspects are ignored. However, the essence of any phenomenon, especially language, is expressed in the unity of form and content; as knowledge about the object develops, models become outdated. In a sense, science is developing at the expense of denial of previous knowledge. Existing models relatively limit the boundaries of knowledge and can lead to erroneous assumptions; nothing in nature or society is free from the influence of other objects. In other words, models are relativistic in nature and cannot be taken as absolute reality.

Modeling has become actively used in linguistics under the influence of the direction of structuralism. The idea of modeling the structure of speech was put forward in the 1950s by the American linguist Charles Fries. Summarizing his views, the scientist in 1952 created a study called *The Structure of English*. CH. Friz called his concept the distribution model. According to him, a sentence is a chain of words belonging to certain groups of words, and the analysis is based on a morphological basis. For example, the phrase "Yesterday a young man painted a door" is analyzed based on the distribution model as follows: D 3 P 2-d D Ib 4. here D is the definition of a noun, D3 is an adjective, I is a singular, P2 is a past tense verb, and I4 is a participle. Therefore, in this model, the main criterion for modeling the structure of speech is the distribution (distribution, environment) of word forms belonging to different groups of words in the speech chain. In Uzbek linguistics, the smallest, minimal form of a sentence is the [WPM] form, and this model combines all the features of a simple sentence. This model reflected both the inner essence and the formal side of the offer. Symbolic units in the model have values such as [W] - (English word), [P] - (English Predicate), [m] - (English indicators cut out with a marker).

Modeling of language units in the Uzbek language is based on a stable relationship of elements of these symbols. Therefore, the division of relations between elements of the whole into stable and unstable types is important for linguistic modeling. Modeling is an interdisciplinary method that is common to all disciplines.

Today, it would be advisable to try to apply the achievements of linguistics in the process of teaching the native language. In particular, the main goal of the national methodology is to develop students' thinking and thinking, as well as to provide them with broad opportunities. Therefore, if the reader is given speech samples, he will have the opportunity to develop speech, develop speech. For example:

Noun –существительное (N)

Verb – глагол (V)

Adjectives-прилагательное (Aj)

Number –числительное (Nb)

Pronouns- местоимение (Ps)

We suggest setting the marker as an additional indicator (m). For example:

Ps+Vm+ N: I'm reading a book. You are preparing a lesson. We were picking cotton.

You can see that a student can build three different sentences using a single model. This serves as the basis for the development of the student's thought process.

CONCLUSION

One of the main tasks of teaching the native language at school is the formation of speech culture among students. Cultural speech is distinguished by the originality of the national language, semantic accuracy, color, variety of words, and artistic expressiveness. The oral form of cultural speech must conform to the orthoepic norms of the literary language, while the written form must conform to spelling norms, style, etc.

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