



**ACADEMICA**  
**An International  
 Multidisciplinary  
 Research Journal**  
 (Double Blind Refereed & Peer Reviewed Journal)



**DOI: 10.5958/2249-7137.2021.00086.0**

## SCIENTIFIC-THEORETICAL BASES OF USE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING METHODS OF MOTHER TONGUE

**Shavki kizi Umida Togayeva\***

\*Doctoral Student,  
 Bukhara State University,  
 UZBEKISTAN

### ABSTRACT

*This article covers the application and importance of pedagogical technologies in the methods of teaching the native language. The methodology for the use of pedagogical Technologies is theoretically justified. In particular, scientific research on the methodological basis of the systematic organization of language education, the formation and development technologies of theoretical bases of activating students, updating the content of education, starting from the primary school, is of great importance in improving the didactic provision of improving the effectiveness of speech and thought Development.*

**KEYWORDS:** *Information Technology, Pedagogical Technology, Technical Tool, Didactic Tool, Pedagogical Skill, Informative Tool.*

### INTRODUCTION

XXI century as a century of potential, contemplation and spirituality with the opening of new horizons before humanity, we have not seen before, not encountered sharp problems are also emerging. Educators are required not only to teach young people in the spirit of modern times in today's difficult times, but also to think about the future of mankind, our homeland and our people, and to carry out educational work aimed at encouraging young people to be kind, to be kind, to be kind and to be tolerant.

According to the views decided in the East on the human mind, the mind will be of two kinds, namely natural and professional. Natural intelligence is endowed from birth to man. And professional intelligence is acquired thanks to study, knowledge and experience. An honorable and hard task, like the formation of a professional mind, is entrusted to educators. In the chapter "The Times of upbringing" in Abdulla Avlani's book "Turkiy Guliston yokhud akhlok (Turkic

Gulistan or morality)" there are such sentences. "Now openly stated that it is necessary to start education from the date of birth, to strengthen our body, to enlighten our minds, to beautify our morals, to enlighten our minds. Who makes the upbringing, is registered?" - the question comes up. To this question the first is home education. This is the main task. Second - school and Madrasah education, this is the duty of the father, teacher, mudarris and the government," we answer". The same school and Madrasah education was carried out before and it is also carried out now by teachers.

Particular attention is paid to ensuring the effectiveness of education through innovative technologies of achieving harmony of language and thought in the educational content, which is considered as the driving force of the development of the state and society on a global scale. In particular, theoretical and practical issues of increasing the effectiveness of language education in the scientific centers of developed countries of the world, such as Japan, Germany, the United States, the Russian Federation, Canada, as well as the problem of improving the quality of teaching are being studied. In particular, the problem of "radical improvement of teaching through innovative pedagogical Technologies" is defined as an urgent task in the UN agreement on issues of Education, Science and culture.

The introduction of modern information and communication technologies on the basis of individualization of teaching methodology and integration of competency approaches in the world practice of the educational system is considered as a leading factor in ensuring the quality of Education.

In the educational institutions of Uzbekistan, which are being updated, the development of such qualities as independent thinking of students, conscious attitude to the surrounding reality, integrity and social activity, speech and thinking, perfection of a person with a high spirituality have caused the need to widely apply advanced pedagogical and information and communication technologies starting from the primary education system as an important The task of "independent thinking, having a firm Life view, educating young people loyal to the motherland, deepening democratic reforms and increasing their social activity in the process of development of civil society", defined in the "strategy of actions for further development of the Republic of Uzbekistan", provides the basis for the formation of the individual's social potential, ensuring active and successful participation in

It is possible to achieve the intended goal only when the process of information education is pre-pedagogical design. One of the main directions of computerization of the pedagogical process and the sphere in which it is necessary to engage in pedagogical technologies.

Information technology is the organization, storage, development, recovery, transmission methods and technical means of information that develops the knowledge of people, their capabilities in the management of technical and social processes. It is also understood that information technology is a creative activity consisting of a chain of processes that are carried out to achieve a particular goal. If the processes that make up the technological chain, the possibility of using computers to organize and harmonize the exchange of information between them, the efficiency of any technology will increase.

The role and opportunities of the school native language course in the development of creative thinking, creative research, selection of the most optimal of the available opportunities, the

correct, appropriate and effective use of the rich opportunities of our language according to the conditions of speech, the integration of qualifications and skills, their upbringing in the spirit of our national values, traditions and traditions are Especially for our independent republic, the training of this science is of great importance in a situation where the issue of training an entrepreneur and a creative person is a very important task. The purpose of teaching the mother tongue in the school stems from the functions that the language performs among the members of the society. Because, people actively interact with each other in all spheres of their activities. They constantly reflect on something in the material being that surrounds them-items, events, and make their own thoughts pleasing to each other.

Today, the educational process can not be imagined without information technologies. Because of the further increase in the effectiveness of the lesson with their help is based on various studies. Therefore, first of all, we must arm the students of a higher educational institution with in-depth knowledge of modern pedagogical technology. It is very important in the methods of teaching mother tongue, especially the use of Information Communication and pedagogical technologies. Because through this science the student's speech becomes beautiful, the ability to think is enhanced.

The organization of educational activities in new modern forms and methods, purposeful management of students in the course of the lesson, is also considered as the main criterion of teaching activity. The application of modern types and forms of lessons based on advanced pedagogical technology means determining the position of the student in the educational process, providing him with a new side, a new attitude, skillfully managing this process with perception. The purpose of conducting competition lessons in the lessons of mother tongue is to test the knowledge gained by the student in the language lesson, to be able to use language opportunities in the process of mutual discussion-communication, to assess the level of speech skills, quick and clear thinking, and the ability to get out of problematic situations. Competition classes help students develop the skills of activity, resourcefulness, resourcefulness, become accustomed to independent creative observation and develop necessary and useful skills. Competition, which is one of the forms of effective lessons, is a tool for interesting passage of language lessons and active participation of students' debate requires vigilance from students. He teaches to think independently and intensively, to be present, about the right or wrong of the said opinion and to prove his opinion logically and consistently. It comes to the most correct and acceptable solution as a result of mutual dispute and dispute. The student listens to convincing arguments of the opposite side through controversy, realizes his own "I", his own worldview, the scale of scientific –positive thinking, about the fact that it is true or unjust, he gives himself an independent outline. It teaches to employ different methods and tools to protect one's own mind, creative thinking and productive use of language opportunities.

In order to conduct a discussion course effectively, students should have a broad understanding of the text or topic to be discussed, read it well and learn it. For this purpose, students will be required to::

- Active participation in the discussion;
- listen carefully to the speaker's mind;
- express their opinion clearly, without haste;

- maintain respect for the interlocutor during the discussion;
- Observance of speech etiquette and culture;
- do not deviate from the subject;
- Finding concrete, convincing evidence in proving one's own opinion;
- When it is known that those who argue are right, it is possible to recognize it and arbitrators.

When discussion classes are organized with advanced and inquisitive pupils, as well as with low-mastering pupils, the effectiveness of the lesson increases, a colloquial culture is formed in the pupil.

Consideration of thoughts with the method of rotation (turnover).

This method is used so that each subgroup of the topic of the lesson can discuss separately and see what they have written in the analysis of the whole group.

Each small group will discuss 3 tasks for 30 minutes, then for 15 minutes, the discussion will be held together.

Several assignments are hung to the audience together with the order numbers. Although each small group (2-3 people) will discuss for 10 minutes and write down the variant of their answer, then go to the next assignment and go to the end in such a way.

Each group receives its own color marker: in the I group there will be blue, in the II group there will be black, in the III group there will be green marker. Each of the suffixes is written on each sheet with its own color Flomaster, so that the participation of each of the three groups is clearly visible.

The assignment is replaced after 10 minutes, I group goes to the 2nd assignment, II Group to the 3rd assignment, and III group to the 1st assignment.

The group reads what was written by the previous students and writes and fills in the option of its own answer, in which the repetition of the option is not allowed.

Again, after 10 minutes, the group goes to the next assignment, reads What is written and fills it with their own answers.

After another 15 minutes, the answers will be analyzed and discussed.

Then the most suitable answer is selected and written down in a notebook.

This method involves discussing the topic as a community.

The use of markers of different colors is convenient for a clear perception of what is written and for an assessment of the participation of any group in the answer. The answers written are determined by the order of the group, which is convenient to calculate the correct answers. The smaller group, who wrote the answers in a larger number than all, gets the highest score.

"Gallery rotation" method

All members of small groups are offered one problem. Although each group writes their own thoughts for 10 minutes, the answers replace the mentioned sheets with the second group. The

next group should evaluate the answers of the previous group and, if the answer is not complete, offer its own option.

Examples of assignments on the subject of methods of teaching the native language on the same day:

Methodology for teaching the subject “Horse Word Series”.

1-th sheet: the methodology for teaching the concept of “Horse Word Series”.

2-th sheet: the techniques used in teaching the noun vocabulary.

3-th sheet: ways to strengthen the subject of the noun vocabulary.

After the students give their answers and fill in the answers of their fellow students, they all discuss these together and choose the answers that are worth the highest score.

“Syndicate” method

The group is divided into 3 subgroups, it is necessary to solve the proposed task from three different points of view. For example: who is currently dealing with the problem of native language teaching? The first group – in addition to teachers in this field, philosophers, sociologists, psychologists also conduct extensive research work, the second group - these work are devoted to the scientific staff, the masses of teachers-intellectuals, they pay attention to the effectiveness of the science of the methodology of teaching mother tongue and the educational and educational processes in the school, the third group – now the At present, it is impossible to achieve any result without the use educational measures in production or in some sphere of the national economy.

Thus, at the time of the discussion, the students will examine several solutions to the problems of this science; improve their knowledge and skills together with the discussion that they are dealing with the problem of the methods of teaching mother tongue. In this regard, they will improve their knowledge by analyzing the ways of eliminating the mistakes made in the field of native language teaching; learn to think from a critical point of view.

“Aquarium” method

3 people are selected from the group on a voluntary basis. These take place in the middle of the auditorium – the fur “fish”, and the rest become observers. The same small group is offered a situation, they need to discuss it together for 10– 15 minutes, and the observers Write down the correct or incorrect answers of their comrades in the circle. First the proposal "fish" is accepted, it is discussed by observers, then the observers say their proposals, the author of the best of these proposals goes to a small group instead of the student who did not say his proposal.

“What, where and when?” it is possible to pass like a title game, the teacher gives pre-prepared questions, the students discuss and answer these for 1 minute. If the answers are unsatisfactory, the other three students will go to the table and the game will continue. For example:

Question: What is the improvement and increase in the effectiveness of education in the current period? Answer: the methods of teaching and learning, the understanding of experiences and the creative approach to it, the theoretical justification of organizational forms, tools and methods of

education, its management and logical structure often depend on the methodological preparation of the teacher.

Question: What is the role of education in the current period of development? Answer: the current development puts the important issues of education in the first place, calls for a new approach to the solution of theoretical and practical issues, to think more on methodological problems, to nationalize the content of education, to improve it, to improve organizational forms and methods of Education. The problem of general knowledge is one of the most important problems of the present time, it is the National that it meets the demand of the present period, it is like to serve the formation of universal qualities, the organization and selection of educational materials to be compatible with principles.

Advantages of the “Aquarium” method:

- The topic will be discussed together;
- The method allows you to disassemble the subject, check the knowledge of students;
- develop skills to lead a discussion;
- Training will take place in the form of a game;
- Each student participates.

Method” happy coincidence”

Through the” lucky coincidence ” method, it will be easy to determine how the assignments given to the house on the topic are studied. To do this, Cards are made from paper and each card is asked 2-3 questions. Only on one card is written “Win “5” bet”. Who gets the same winning card is considered the owner of "lucky chance" and gets the highest score in today's lesson. Students who receive cards with questions are also evaluated on the basis of their answers to the questions. For example, in a higher educational institution on the subject of “new pedagogical technologies”. This game can be used mainly in practical training.

“Skarabey” technology

“Skarabey” is an interactive technology that gives students the opportunity to develop their mindfulness, logic, memory, to form a skill of open and free expression of their thoughts in solving some kind of problem. This technology allows students to independently assess the quality and level of knowledge objectively, to determine the understanding and imagination of the subject under study. He, at the same time, makes it possible to express different ideas and determine the connections between them.

The technology of “Skarabey” is comprehensive and is used in the study of various stages of educational material:

- in the beginning-as an incentive of educational activity ("attack on the mind»);
- in the process of studying the subject – the definition of its essence, structure and content; the definition of the character of the main parts, concepts, relations between them; a deeper study of the subject, showing new aspects;
- in the end-in order to strengthen and complete the acquired knowledge.

The technology "Skarabey" is easily perceived by students, since it was developed taking into account the thinking, cognitive features of the activity. It presupposes the use of students' experience, carries out Reflections observations, has the opportunity to conduct active creative and thought experiments.

As some of the advantages of this technology, it is possible to demonstrate the use of drawing shapes that facilitate perception.

"Skarabey" can be used in individual works, in small groups, as well as in training teams.

In addition to education, this method allows to carry out a number of educational tasks:

- Respect for the opinion of others;
- Skill of working with the team;
- Activity;
- Kindness;
- Creative approach to work;
- The need to show opportunities;
- helps to check their abilities and capabilities;
- allows you to express "I";
- evokes responsibility and interest in the results of their activities.

The technique of "interview" is aimed at teaching the student-student to ask questions, to hear, to give the right answer, to compose the question correctly.

The technique of "hierarchy" - is aimed at teaching them logical, critical, creative thinking, using methods from simple to complex, from simple to complex.

"Boomerang" technique is aimed at students to work with various literature, texts in the course of the lesson, to keep in mind the material studied, to be able to give a speech, to make a statement freely and to evaluate all the students during one lesson.

The "student" training is aimed at eliminating the barrier between the teacher and the student, teaching ways to work in cooperation, working individually with the pupil-students.

The training "teacher's personality" - is aimed at independent thinking on the topic "students put on the teacher's personality", revealing the innovative activity of the teacher, explaining thoughts by writing a creative essay.

The technique of "communication" is aimed at attracting the attention of the audience to teachers; in the course of the lesson process it is aimed at teaching them to work in harmony, to organize it.

The "management" technique is aimed at introducing and teaching the teachers the methods of managing the audience as well as the methods of managing the student-students in the process of work.

Types of lessons based on advanced pedagogical technology in the methodology of mother tongue are not only increasing the effectiveness of language education, but also becoming part of it. The teacher, who is able to organize the lessons with the participation of colorful modern technical means, in a short time will have a clear idea of the knowledge possessed by the students, the attitude to his friends, the culture of treatment, the circle of thoughts, the richness of words, the potential of speech. Lessons based on advanced technology create conditions for equal, friendly relations between the reader and the teacher to find a decision. The reader feels free in the lesson, his interest in training, his incentive to engage in vocabulary as well as creativity increases.

#### REFERENCES:

1. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. *Eastern European Scientific Journal*.2019/5/10/
2. O'qish kitobi: 1-sinf uchun darslik / Muallif-tuzuvchilar:T. G'afforova, E.Shodmonov, G. Eshturdiyeva; Mas'ul muharrir: S. Mat chonov. — T.: «Sharq» 2017. — 128 b.
3. O'qish kitobi 4-sinf: umumiy o'rta ta'lim maktablarining 4-sinfi uchun darslik/S. Matchonov [va boshq.]. - Qayta ishlangan va to'ldirilgan oltinchi nashr.- Toshkent.: «Yangiyo'l poligraf servis», 2017. - 216 b.
4. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.
5. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? *Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.*
6. Azimov Y., Hamroyev A. Husnixat va uni oqitish usuliyoti (Ma'ruza matnlari). Buxoro, 2003, -52 bet.
7. R.A.Qo'ldoshev. Kўмаки педагогї ба кўдакони чапдаст дар соли якуми хониш.- *GlobeEdit*, 2020.-93 bet
8. Y.Y.Azimov, R.A.Qo'ldoshev. Husnixatga o'rgatishning amaliy asoslari (metodik qo'llanma). *GlobeEdit*, 2020. - 141 bet.
9. Kamroev A. STUDENTS'CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 7. – С. 285-296.
10. Kamroev, Alijon. "STUDENTS'CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION."
11. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся //Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.
12. Rustambek QO'LDOSHEV. Chapaqay bolalarni maktabga qanday tayyorlash kerak? *Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.*
13. Avezmurodovich, O. R. (2020). Difficulties in learning to write and read left-handed children. *European Journal of Research and Reflection in Educational Sciences*, 8 (8), 40-45.



14. Alijon R Khamraev. Modeling Teacher's Activity in Designing Students' Creative Activities. Eastern European Scientific Journal.2019/5/10/
15. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
16. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – Т. 45.
17. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS// EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
18. Ismoilovich D. D. THEORETICAL FOUNDATIONS OF WORK ON TEXT ANALYSIS IN PRIMARY SCHOOL.
19. Hamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 10.
20. Adizov B. R., Khamroev A. R. MODELING ACTIVITIES OF TEACHERS WHEN DESIGNING CREATIVE ACTIVITIES OF STUDENTS //ILMIY XABARNOMA. – С. 69.
21. Саидова Г. Э. Ситуация свободного выбора на уроках математики в начальных классах //Вестник науки и образования. – 2019. – №. 7-3 (61).
22. Сайфуллаева Н. Б., Саидова Г. Э. Повышение эффективности занятий, используя интерактивные методы в начальном образовании //Научный журнал. – 2019. – №. 6 (40).
23. Саидова Г. Э., Саноккулова С. Ф. ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ТЕХНОЛОГИИ ДИДАКТИЧЕСКОГО ИГРОВОГО ОБРАЗОВАНИЯ В НАЧАЛЬНЫХ КЛАССАХ //EUROPEAN RESEARCH. – 2020. – С. 118-120.
24. Саидова Г. Э. РАЗВИТИЕ ЛОГИЧЕСКОГО МЫШЛЕНИЯ УЧАЩИХСЯ НА УРОКАХ МАТЕМАТИКИ В НАЧАЛЬНОЙ ШКОЛЕ //INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PHILISOPHY, PSYCHOLOGY AND PEDAGOGY. – 2019. – С. 97-101.
25. Саидова Г. Э. ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА УРОКЕ МАТЕМАТИКИ.
26. Adizova N. B. RHYME, RHYTHM IN FUN GENRE //Theoretical & Applied Science. – 2019. – №. 10. – С. 65-67.
27. Adizova N. B. Repetition and wronging one of the children game fun //Innovation science. – 2019. – С. 91-94.
28. Adizova N. B. THE ROLE OF ETHNOTOPONYMS IN THE BUKHARA DISTRICT MICROTOPYNY //Scientific reports of Bukhara State University. – 2020. – Т. 4. – №. 2. – С. 131-134.

29. Raximqulovich, Ismatov Sobirjon; „METHODS OF WORKING WITH TEXT IN LITERARY READING LESSONS IN ELEMENTARY SCHOOL, EPRA International Journal of Multidisciplinary Research, 1, 345-347, 2020, EPRA Publishing
30. Rustamova G. B. THE INTERPRETATION OF THE WILLOW IMAGE IN UZBEK FOLKLORE // ЛУЧШАЯ НАУЧНАЯ СТАТЬЯ 2020. – 2020. – С. 53-57.
31. Тилавова М. М. и др. Гендерный подход на уроках технологии // EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2020. – С. 33-35.
32. Тилавова М. М. Приёмы формирования трудолюбия у младших школьников // International Scientific Review Of The Problems Of Pedagogy And Psychology. – 2018. – С. 23-25.
33. QO'LDOSHEV R. Chapaqay bolalarni maktabga qanday tayyorlash kerak // Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
34. Tilavova M. M. FEATURES OF PREPARING CHILDREN FOR GENDER RELATIONS FOR THE FAMILY // EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. – 2019. – С. 40-41.
35. Рузиева З. С., Адизова Д. Г. МЕТОДЫ ИЗУЧЕНИЯ РИМСКИХ ЦИФР В НАЧАЛЬНЫХ КЛАССАХ // УЧЕНЫЙ XXI ВЕКА. – С. 67.
36. Ruzieva ZS The role of information and communication technologies in primary education // Bulletin of science and education. - 2019. - No. 2-2 (56).
37. Qo'ldoshev R.A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS // EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 10 | October 2020 277-281
38. Qo'ldoshev R.A. The Content Of Pedagogical Assistance In The Period Of Adaptation Of Left-Handed First-Graders To School, Adaptation To School And Its Features Among Students Of The First Year Of Study // Pedagogik mahorat.-Buxoro, 2020,- №5.-132-135
39. Qo'ldoshev R.A. BIRINCHI SINIF CHAPAQAY O'QUVCHILARINING MAKTABGA MOSLASHISHI, MAKTABGA MOSLASHISHI DAVRIDAGI PEDAGOGIK YORDAMNING MAZMUNI // Pedagogik mahorat.-Buxoro, 2020,- Maxsus son.-32-35
40. Qo'ldoshev R.A. Left-Handedness And The Reasons For Its Occurrence // Monografiya Pokonferencyjna Science, Research, Development #32.- Berlin 30.08.2020- 31.08.2020 133-136
41. Qo'ldoshev R.A. Cognitive activity of left-handed children. "PRIMARY EDUCATION: PROBLEMS AND PROSPECTS" III-International Scientific and Practical Conference. – Namangan, 2020.-B 132-136.
42. Qo'ldoshev R.A. Azimov Y.Y Chapaqailarni yozishga yrgatishga doir ayrim muloxazalar // "PRIMARY EDUCATION: PROBLEMS AND PROSPECTS" III-International scientific and practical conference. – Namangan, 2020.-B 83-87.