

Teaching the Uzbek Language is a Topical Issue: On the Example of an Interactive Model of Education

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ABSTRACT

This article provides information on education models. The role of the use of an interactive model of education in the teaching of Uzbek language in schools where education is conducted in another language is also analyzed. The results of research conducted using an interactive learning model are presented.

Keywords: interactive learning model, Uzbek language, interactive methods, research

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In the world, since the middle of the twentieth century, all the work carried out on the development of education is considered an investment in the future. Along with improving the quality of all levels of education, increasing the effectiveness of socio-linguistic strategies in society is an urgent task.

From the first steps on the path to independence of our country, great attention has been paid to the restoration and further enhancement of our great spirituality, improvement of the national education system, strengthening its national base, bringing it up to world standards and skills. The success of the ongoing reforms in our country is to change the education system, to raise it to the level of modern requirements, to increase the intellectual and spiritual potential of citizens living in this society.

Research on the use of interactive methods to improve the effectiveness of foreign language teaching in the global education system in the Carl Wieman Science Education Initiative (CWSEI) project (British Columbia) [162], research on the use of interactive e-learning in Purdue University (The United States) [163]

and the JCM International Management Engineering Institute (People's Republic of China) [164] and research on the implementation of interactive education are being conducted at leading higher education institutions and research centers around the world, such as the UN International Institute for Sustainable Development (IISD). In order to increase the opportunities for teaching a second language in the field of pedagogy of our country, it is important to develop the skills and abilities of teachers to use modern educational models. In order to fulfill this task, the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi has also developed targeted elective science programs. Their relevance was explained to the students. The course "Interactive models of teaching a foreign language" was organized on the basis of a large number of students.

It is known that in the world of education in the XXI century, mainly models of extracurricular, active (internal), introactive and interactive education are effectively used. The model of extra-active (extra-active) education is a model of education based on the leadership of the teacher in the classroom, in which

students acquire the theoretical knowledge required for learning on the basis of information provided by the teacher, information and literature.

Active (internal) learning model - in which the student independently performs assigned tasks, creatively searches, conducts individual analysis and research, and acquires existing, as well as new knowledge. Although this model of education provides a convenient opportunity for students to learn independently, their interaction with the teacher is not obvious.

The model of introactive (intro - "out" active) education is based on the position of students in the context of "My opinion", "I can teach someone", "I can also give useful information to someone." In this case, the educational process is organized by students, who share with each other their thoughts, analysis and conclusions, teach. In this case, the teacher acts only as an organizer, manager, expert and observer. He may even become a "student" in some cases.

In the model of interactive education, there is interaction, understanding, solidarity between the teacher and the students, as well as between the students. This cooperation serves to master the learning material, enrich theoretical and practical knowledge, but also provides a positive solution to problematic situations, as well as creates mutual psychological closeness and unity between the participants of the educational process. The collaborative efforts, interactions, and collaborations of teacher and students serve as the basis for all successes to be achieved in the learning process.

All of the above education models have specific achievements and outcomes. But experiments show that the interactive learning model has some advantages in increasing the efficiency of the socio-linguistic process.

Some results of the use of an interactive model of education in the process of teaching Uzbek in schools with foreign languages of instruction

Table 1

Interactive methods used in the process of teaching the Uzbek language from the model of interactive education in the research			
Improved interactive methods	Directions for their adaptation	Efficiency (6-8 classes, 12-14 years)	Competencies that develop in students
Role-playing games: "Class meeting", "Nature"	Dialogues on Uzbek language topics will be organized	68%	Linguistic, physical, logical thinking, interpersonal competencies
Business Games: "Building a tower", "Market"	In order to adapt the Uzbek language to the teaching process, the tasks of the 2nd stage of the task are performed using words in the Uzbek language.	62%	Competences in perception of space and space, environment, logical thinking, vocabulary, communication, working with materials and products

The question may arise is what is the advantage and is there proof of it?

Consider the analysis of our research over the past 5 years on the use of an interactive model of education in the teaching of the Uzbek language in schools where education is conducted in other languages (Table 1).

It is clear that the role of interactive methods in the use of an interactive learning model is very important. About twenty interactive methods were used during the study. The effectiveness of teaching the Uzbek language to students of other nationalities was clearly shown in the analysis. The results show the average results of the development of students' skills in the use of words in the Uzbek language, the level of mastery of words, the level of listening comprehension, speaking, writing and reading comprehension. The research also focuses not only on the use of interactive methods in teaching the Uzbek language to people of other nationalities, but also on psychological, pedagogical and didactic aspects. We have covered this information in detail in other scientific articles.

In teaching another language - the use of an interactive learning model is based on the active, intense, impactful communication of students with each other or with their teacher. Adherence to the following conditions when using interactive methods in the educational process increases the effectiveness of education:

1. Correspondence of students' abilities to the goals and objectives of the interactive method (game, seminar-training, exercise). Depending on the nature of the chosen interactive method, the teacher has to play this or that role (organizer, communicator (facilitator), facilitator, observer, expert) in the learning process.

Problematic situations: "The pain of the expensive", "Wolf", On the theme "Hag"	Problem situations are given in accordance with the Uzbek mentality, the age of the student and the science of the Uzbek language	79%	Competence in analytical approach to a problem situation, logical thinking, oratory, reasoning
Presentations Tasks such as "Show the show through a role", "Pantomime".	Presentations and discussions on Uzbek language topics will be organized	73%	Linguistic, oratory, interpersonal skills, logical thinking, leadership, physical competencies
"Expectations" tree, "Knowledge" tree, "Alphabet" tree, Fruit tree.	Uzbek language is carried out in the form of a diagram of a natural tree by working with a dictionary of tasks appropriate to the subject of the lesson	82%	Linguistics, physical, logical thinking, interaction (initiative) competencies to increase vocabulary, to develop creative thinking

2. The teacher's ability to influence groups. In this process, the teacher must be able to interact with students, to have a lively, effective conversation, to organize a debate, to organize it effectively and, of course, to find inner confidence and determination to achieve the result. In intersubject communication, communication is very important in their direction (dialogue, monologue), content, leading idea, worldview of the participants, scope of knowledge, thoughts. The dialogue, the interactive dialogue in the form of "subject-subject" in the dialogues, allows the participants to support each other where necessary, expressing confidence in each other. This is what ensures the effective conduct of the educational process.

In dialogue, pluralism and their diversity are always evident. In this regard, some problems related to the studied topic are solved using interactive methods based on the activities of all participants in the interaction in the educational process. The educational activities of students are not focused on the attitude to this or that teacher, but on the solution of educational problems through communication, the acquisition of new knowledge. It is in the dialogue that students, first of all, express opposite views on a particular problem, its various aspects, and in some cases complement each other's ideas, that is, they support each other. This not only ensures that the knowledge is thoroughly assimilated by the students, but also creates a collaboration, consensus or conflict of opinion between them.

In conclusion, the establishment of a partnership between teachers and students on the basis of equality in the process of teaching the Uzbek language, the

emergence of "here and now" feedback, the concentration of many ideas on a particular problem creates a common communication environment. The fact that scientific knowledge is based on a certain system requires that it be delivered in a certain order in the educational process. Accordingly, it is advisable that the teacher does not overlook this aspect. The effectiveness of interactive education in the future depends on the teacher's "personal initiative", "pedagogical skills", "interest" and the ability to consistently pursue them.

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