APPROACHES FOR TEACHING UZBEK AS A NATIVE TONGUE

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ABSTRACT

This article discusses that Students' professional development through the use of interactive methods involves the development of critical thinking, which implies a flexible, autonomous, and significant stance. Because it makes learning more self-aware and reflective and develops a person's capacity for communication, this approach greatly raises the validity of education.

Keywords: native language, approaches, Uzbek language, technique, and second language.

There has been a trend in the last few years toward the integration of native language teaching methods with Uzbek language instruction. Symptomatic is the desire to appeal to certain universals that can be related to a range of linguistic phenomena that are present even in languages of different systems - synthetic and analytical - to develop the most effective methodology for teaching a language. The present syncretism in the methodological approaches employed in the process of teaching Uzbek language is consistent with the theoretical goal of creating a universal linguistic apparatus.

An interactive learning model, which involves student-teacher interaction, is one of the most popular types of learning models used today. This model states that the teacher's job is to guide and orient students' activities so they can accomplish the lesson's ultimate goal.

An interactive approach in the methodology of teaching foreign languages is often considered:

1) as a communicative approach;

2) as a kind of communicative approach;

3) as a modified direct method, including a number of other methods

Using computers is a common component of an interactive approach to teaching foreign languages. But what we mean when we talk about "interactive approach" and "interactive program" is what follows.

"An interactive approach in teaching Uzbek as a foreign language" is an approach that allows students and teachers to interact with one another and with

each other as well as through the teacher modeling of situations in which the participants can actively interact, communicate in Uzbek, exchange knowledge and skills, and develop the ability to work effectively in a group or as a team. Being interactive often refers to engaging in conversation or dialogue with someone. Creating a virtual learning environment, which entails human-computer interaction in the first place, is what is commonly referred to as an "interactive program".

We believe that an interactive program can be implemented using an interactive approach to teaching and interactive methods without involving computer technology – in conditions of live communication, immersion in a real language and cultural environment. The educational process based on the use of interactive methods is organized taking into account the involvement of all students in the group.

In the process of joint activity, each student makes his own special individual contribution, in the course of common work there is an exchange of knowledge, ideas, and skills.

When using practical methods, the learner becomes a full participant in the process of perception; his experience serves as the main source of educational knowledge. The teacher does not give ready-made knowledge, but encourages students to search independently. In comparison with traditional forms of teaching, the interaction of the teacher and the student is changing in interactive learning: the activity of the teacher gives way to the activity of the trainees, and the task of the teacher becomes to create conditions for their initiative. The teacher refuses the role of a kind of filter that passes through educational information, and performs the function of an assistant in the work, one of the sources of information.

Interactive learning is widely used in intensive learning. In order to master and apply these methods, the teacher needs knowledge of various methods of group interaction. Interactive methods are by no means a substitute for lectures, but contribute to a better assimilation of lecture material and, most importantly, form opinions, attitudes, behavioral skills. When using interactive forms, the role of the teacher changes dramatically, ceases to be central, he only regulates the process and deals with its general organization, prepares the necessary tasks in advance and formulates questions or topics for discussion in groups, gives consultations, controls the time and order of execution of the planned plan. Participants turn to social experience – their own and other people's, while they have to communicate with each other, jointly solve tasks, overcome conflicts, and find common ground, compromise

Today, the ability of any subject teacher to create pedagogical software tools and use them effectively in training is a requirement of the time. The above subject, who teaches ways to improve the quality and efficiency of electronic materials used in

Uzbek language and literature classes, serves to ensure the organization of Uzbek language and literature classes at a higher level.

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