Maftuna Muhammadovna Gaziyeva
Ferghana State University
Senior lecturer, Doctor of philosophy in philology (PhD)
Ferghana, Uzbekistan

Mashxura Muhammadovna Burxanova
Fergana State University
Teacher
Ferghana, Uzbekistan

ABOUT INNOVATIVE METHODOLOGY IN MOTHER TONGUE LESSONS

Abstract: The article examines the use of modern technologies in the lessons of the native language and their effectiveness.
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Introduction

According to its structure, mother tongue lessons should focus the student's attention on each phenomenon of the studied language, encourage him to be creative, create opportunities for self-expression.

It is no secret that innovative educational technologies, interactive lessons have entered pedagogy as a foreign experience and teaching methods of all disciplines. Lexically, the term "innovation" translates from English as "innovation" [1.154]. In essence, the concept of "innovation" on the basis of the concept represents the activity aimed at changing the internal structure of a particular system.

Manifestations of innovation: new ideas, clear goals aimed at changing the system or direction of activity, unconventional approaches; unconventional initiatives; are advanced work methods [2.56].

Educational innovations are forms, methods and technologies that can be used to solve a problem in the field of education or the learning process on the basis of a new approach and guarantee a more effective result than before. Educational innovation is also called "innovative education".

In today's world of modern technology, educational games should provide students with ample opportunity to be creative, to understand the nature of the language phenomena being studied, to make independent judgments and conclusions, to express themselves to each student, to express themselves freely and to defend their point of view.

The use of educational games during mother tongue lessons should be somewhat consistent. Because it should serve to increase students' vocabulary, to form the skills of correct and appropriate use of words, to express ideas correctly and fluently orally and in writing, depending on the context of the speech. It is also advisable that the educational games used in the course be based on the same topic. It depends on the personal experience of the educator, and it is also important that he or she decides at what part of the lesson he or she will use these tools.

It is worthwhile to consider some research in this area. A.Bobomurodova's dissertation for the degree of Candidate of Pedagogical Sciences on "The use of games in the process of teaching the native language" also covers important issues. In his work, the scientist

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said that "... games in the native language can be divided into three types according to the level of complexity:

1) play-based tasks based on recollection;

2) games-assignments based in part on creative activity;

3) creative games [3.8] ".

The effectiveness of educational games is that they not only ensure that the lesson reaches the student quickly, but also serve to increase students 'interest in science.

The scope of innovative education in mother tongue classes in the primary grades also includes the use of various games. These games differ from each other in their content. In particular, "Who can find more words?" Aimed at developing elementary students 'speech. the game is one of the most effective tools in this regard. Students will be given a handout to complete the game. Letters are written on handouts. The class is divided into five groups. Students, as a group in their groups, receive a handout with one letter. Group students are given time. During this time, students have to invent and write words that start with the letter they have in their hands. The members of the group who come up with the most words and write them down will be the "winners" and will be rewarded. This game is of great importance for primary school students. Because at this age, memory, cognition and attention work well in students. This allows students to memorize many words and expand their imagination through these words. Most importantly, students 'written and oral speech is formed. Vocabulary richness increases in quantity and quality.

Another technology used in elementary school is the Word Find Game. Before the game, the teacher writes and distributes pieces of poetry on a blackboard or card. Some words on the card will be omitted. The teacher asks the students to find and write the place of the words. Conducting such games helps students to think logically and increase vocabulary richness. Example:

Bog' yashnaydi, Uy yashnaydi,

.... bilan. .... bilan.

Dala yashnar Tog' yashnaydi

.... bilan. .... bilan.

Students should find and write the correct answer that matches the words that remain open (bog'bon, dehqon, bola, lola).

According to the essence of interactive education, the organization of the conversation in the form of "student - information - communication technology" means the acquisition of knowledge, skills, abilities by students independently or under the guidance of a teacher using information technology [4.60].

These types of interactive learning are also very effective in teaching parts of speech. In particular, complementarity is distinguished by teaching such methods in assisting in the teaching of a subject and in checking the knowledge of the subject studied.

Filler - a part of the word, which is an object to the sign, which is connected to the word of the ruler by means of management, which means the object, the sign 5.95]. Hence, the filler is the part of speech that comes to the fore by means of coherent and auxiliary morphological forms that complement the object valence of the cut.

The complement is manifested on the basis of the following morphological forms:

1. Noun: a) noun + future tense: memorized the poem, wrote a letter; b) noun + vehicle case: it was from grapes, we read from a book; c) noun + prepositions: I heard about the book;

2. Pronoun: a) personal pronoun + dream conjunction: I saw you; b) personal pronoun + means of case: I gave it to him; c) personal pronoun + auxiliary: I heard about it; d) show pronoun + consonant: I called it, I saw it.

3. Number + case: added two to two.

4. In the name of action: Don't look at the stork's departure, look at its arrival (Proverb).

5. Fiery words: a) fiery quality: A good garden remains; b) In the form of a shot: A rabbit has not escaped for a long time (Proverb). c) With words of encouragement: That's when I heard the victory bell. d) Auxiliary, with metaphorical words: - Yes, yes, but it is necessary to see.

This piece is divided into two depending on the type of relationship between the action and the object: the instrumental filler and the non-instrumental filler. The instrumental complement is attached to its part of the ruler and acts as a weapon in the occurrence of the action expressed through this part. An indirect filler is a filler denoting an object that directly assumes the action expressed in the dominant part.

After this information, students 'knowledge can be tested based on the following interactive methods. "It's mine!" Divide into groups "Cut", "Owner", "Identifier", "Filler" and "Hol" based on the grammar game. Separate your own passage from the sentences used in the text. Or identify the complements in these statements from the works of O. Hoshimov. Try to explain why the filler is a word expander.

1. Muzaffar erda yotgan portfelini jaxt bilan yulqib oldi.

2. Oqshom chog'lari Toshkent ko'chalari chumoli iniga o'xshab ketadi.

3. Alimardon choyni olarkan, zimdan unga qarab qo'ydi.

4. …Ammo qaytish yo'lini topolmas, yana may bilan taskin berardi o'ziga.

Nowadays, when innovative technologies are widely used in every field, the use of various interactive methods in the lessons for schoolchildren helps to increase children's interest in the native language and to organize the teaching process more effectively. Technology can be used not only in the

complementary subject, but in all subjects, which in turn depends on the skill of the educator.

In mother tongue education, it is not possible to build an entire learning process based on problem-based learning technology. The problem arises in a particular part of the lesson and is brought to the students' attention. Students will study the theoretical concepts of the topic in detail to solve the problem, and will carry out practical work to help solve the problem. Such practical work includes independent work such as comparing linguistic phenomena, grouping them, finding examples, and making judgments.

When a teacher works in groups to use this technology, the chances of achieving the goal are even greater. Teams try to solve the problem first and work more actively. In addition, in the process of working in groups, there will be an opportunity to compare several solutions to the problem. With the help of the teacher, students determine the best solution to the problem. The use of this technology in teaching 8th grade is one of the most effective tools. Students will first be introduced to the topic of Identifier.

Attributive is a secondary part of a thing that represents an object or something that belongs to someone. There are three types of attributive [5, 16]. An adjective is a noun that defines a noun and usually serves to distinguish, concretize, and narrow the meaning of the object represented by that noun. A descriptive determinant is a type of determinant that expresses the belonging, specificity of one object to another. An interpreter is a type of identifier that identifies an object by a different name.

In some cases, Tajik forms of descriptive compounds are also found. These are archaic forms that once entered the Uzbek language. These forms are in the definite order, not in the definite order, as in Uzbek. The use of Tajik forms of identifiers is common in the language of the past, but not in the modern language: *Shul erur aybim, Muqimiy, mardumi Fargonaman. Xullasi kalom: yaxshilardan yaxshilar....* For an adjective compound can be given examples: *Dedi: Qaydin sen, ey majnuni gumrah?*.

In school textbooks, such determinants are also studied under the term negative adjectives. In order to emphasize the character, to give it some relative independence, the determiner is moved after the definition, and in pronunciation it is separated by a pause, a comma or a hyphen in the text. Such fillers are called negative adjectives. This is the norm for poetic speech; *Bulutchalar - oppoq va yengil, Pagʻa-pagʻa suzar osmonda (The clouds are white and light, floating in the sky.)*.

Students will first learn which word group the determiner can represent in the course of the exercises in the textbook. At the same time, the teacher poses the following question to the students: What is the difference between adjectives and adverbs? The class is divided into three groups and given the names "phonetics", "morphology" and "syntax". Each group begins to find a solution to the problem. The teacher provides students with examples that help solve the problem. As a result, each group finds a solution to the problem. Then the teacher analyzes everything and summarizes the ideas.

In addition, non-standard tests are one of the most effective tools used in modern education in recent years. In particular, the use of reproductive, productive tests, partial research tests, creative tests, etc., will further increase the interest of schoolchildren in the subject of mother tongue. These types of tests increase the effectiveness of education. Most importantly, educators need to focus on the topic they are studying and the issues that need to be addressed when choosing interactive methods. The use of interactive methods increases the effectiveness of the lesson, taking into account the number of grades, psychological characteristics, worldview, life experiences of students. This requires teachers to have professionalism, competence, knowledge, sensitivity and intuition [6]. After explaining the theoretical part of the topic, the assessment of students' knowledge through the following non-standard test will also help to strengthen the lesson..

Test your knowledge of the test on the following non-standard test questions. Respond to the scientific conclusions of the test on the basis of the answers "Yes" or "No" to the table.

1. The identifier represents an action sign.

2. The filler is formed in marked and unmarked forms.

3. How ?, how, how much, how much? will answer one of the questions.

4. The filler always represents the concept of an object.

5. The sharpened determinant is represented by the sharpening and head contractions.

6. The identifier always comes as a part of a segment.

7. A complement is a sentence expander.

Table 1

1	2	3	4	5	6	7
ANSWER:						
1-no	2-yes	3-yes	4-no	5-yes	6-no	7-no

In conclusion, there are a number of innovative types of education for mother tongue lessons, all of which only serve to improve the quality of education of students. Such innovative forms of education serve to increase students'interest in the lesson and increase their oral and written literacy.

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