



GOALS AND TASKS OF MOTHER LANGUAGE EDUCATION

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Annotation: *The mother tongue education standard determines the mandatory volume of educational content determined by social demand in the mother tongue, as well as the volume of the educational load selected taking into account the age and level of development, needs and capabilities of students, and the requirements for the knowledge, skills, and qualifications of graduates of general secondary schools.*

Keywords: *standard, free thinking, education and upbringing.*

After gaining independence, changes have occurred in education, as in all areas. The adoption of laws such as "On the State Language", "On Education", and "National Program for Personnel Training" is evidence of our opinion. President Islam Karimov: "We must not forget that the foundation of our future is laid in educational institutions, in other words, the future of our people depends on the education and upbringing our children receive today." Accordingly, completely new goals and tasks are being set for teaching the subject "Mother Language". The main goal of teaching the subject "Mother Language" is to teach our youth to think creatively, to express their thoughts freely and effectively in written and oral form, to consciously change the laws and rules of the Uzbek language, as well as to expand their horizons of thought, to educate them in the spirit of love for our Motherland, our national traditions, and our rich spirituality.

Based on this main goal, the following tasks are set for teaching the subject "Mother Language" in the 5th grade:

- to teach students to think freely;
- correctly express one's thoughts orally and in writing in accordance with the laws and regulations of the Uzbek language;
- To master the rules of spelling and punctuation;
- To give the ability to handle working papers;
- To instill the importance of the native language in knowing the world.

The requirements for the student's level of knowledge are determined by the social requirements for the educational process. These requirements are stated in Article 7 of the Law of the Republic of Uzbekistan "On Education": "State educational standards determine the requirements for the content and quality of general secondary education, secondary specialized, vocational and higher education."



Therefore, the State Educational Standards, including the State Educational Standard for the mother tongue, were determined based on the social requirements placed on the educational process. The social task set for mother tongue education is to teach the student to think, understand the opinions of others, and express this thought competently both orally and in writing, that is, to develop communicative literacy. Based on this, the goal of mother tongue education is to develop a socially well-formed, independent-thinking, literate person with a developed culture of speech and communication.

In accordance with this goal, the content of mother tongue education is:

- to develop the student's thinking capacity, mental development, and logical thinking;
- directs students to understand themselves and material existence using the means of expression of language and to solve the tasks of ensuring that they can express their thoughts and feelings within the broad capabilities of their native language.

According to the general requirements and criteria of standardization, the standard of mother tongue education was determined based on the content of education based on the communicative model.

The standard of mother tongue education determines the mandatory volume of educational content determined by the mother tongue, which is required by social demand, and the volume of the educational load selected taking into account the age and level of development, needs and capabilities of students, and the requirements for the knowledge, skills, and qualifications of graduates of general secondary education schools.

The knowledge, skills and competencies acquired by students as a result of native language education are checked and determined based on three-parameter standard indicators.

Students must acquire the following knowledge, skills and competencies in the subject of native language:

- acquired knowledge of grammar:

phonetics, lexicology, word composition, word formation, morphology, syntax, writing and spelling, punctuation, speech styles, stylistic concepts.

- speech development:

the first direction is to expand students' vocabulary (determining the meaning and scope of application of words that are new to students); the second direction - studying the norms of the Uzbek literary language, the norms of literary pronunciation (norms of correct pronunciation, norms of word combinations and sentence construction, stylistic possibilities of word groups and syntactic structures,



in particular, synonymy), as well as familiarization with lexical synonymy and synonymy of suffixes and, in general, grammatical synonymy;

the third direction - students are formed with the skills and abilities of communicating thoughts in oral and written form. In accordance with this goal, the content of native language education:

- developing the student's thinking capacity, mental development, logical thinking;
- is aimed at solving the tasks of ensuring that students understand themselves and material existence using the means of expression of the language and express their thoughts and feelings within the broad possibilities of the native language.

The knowledge, skills and competencies acquired by students as a result of native language education are tested and determined based on three-parameter standard indicators.

1. Reading technique. This parameter determines the student's ability to read an unfamiliar text expressively. In this case, expressive reading speed, that is, the number of words per minute from a given text, was taken as a quantitative indicator. During the transition from grade to grade, along with the increase in the number of words in the quantitative indicator, the requirements for reading a given text also increase in line with the child's age.

2. The ability to understand the thoughts of others and the content of the text is included in order to determine the child's level of understanding the thoughts of others expressed orally and the content of a written text. This parameter determines the level of understanding the thoughts of others and the content of the text and the ability to re-express it orally.

3. The ability to express thoughts in written form (a text expressing a complete thought) is a complex process, and the goal of native language education is embodied in this parameter. The skills and qualifications acquired by the student in the process of native language education are reflected in the text he creates. When assessing the result of the quality of education according to this parameter, the teacher determines the level of the following skills acquired by the student:

- logical consistency of thought;
- the level of complexity of thinking, the topic (simple, complex, specific, abstract, etc.);
- the correspondence of the description to the topic and the value of the description;
- the level of appropriate use of language means of expression in the description;
- the quality of grammatical (written) literacy. In the process of native language education, the principle of the unity of education and upbringing of pedagogy is



observed and consistently implemented. Based on the goals of systematically enriching the worldview of students, further developing their independent thinking skills and qualifications, interdisciplinary connections are established. In this regard, attention is paid to the selection of practical exercises given in the textbook from texts related to national values, literary processes, historical events, natural resources, the animal world, physical and chemical phenomena.

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