

## TEACHING THE UZBEK LANGUAGE AND DIDACTIC PRINCIPLES BASED ON MODERN PEDAGOGICAL APPROACHES

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### Abstract

This article analyzes the modern directions of Uzbek language teaching methodology, particularly innovative pedagogical approaches and didactic principles, from both theoretical and practical perspectives. In the context of globalization and the digital learning environment, the importance of using interactive methods, media education, project-based learning, integrated lessons, and digital platforms in developing students' linguistic competence, enhancing communicative activity, and improving speech skills is highlighted. In addition, linguodidactic principles such as learner-centered education, the competency-based approach, and the principles of consistency and systematicity are scientifically examined as key factors in increasing the effectiveness of Uzbek language lessons. The research findings demonstrate that innovative methods play a significant role in activating the learning process and fostering students' independent thinking, communication culture, and creative approach.

### Keywords

Uzbek language education, methodology, innovative approaches, didactic principles, linguodidactics, interactive methods, communicative competence, digital education, learner-centered education, educational technologies.

### INTRODUCTION

The ongoing fundamental reforms in the education system, in particular the modernization of philological education, require the introduction of new, innovative approaches to the teaching of the Uzbek language. The ongoing fundamental reforms in the education system, in particular the modernization of philological education, require the introduction of new, innovative approaches to teaching the Uzbek language. As a result of the development of digital technologies, mass communication media and the information environment, the needs, motivation and perception characteristics of students in the process of learning a language are changing. In these conditions, the possibilities of traditional

forms of education are limited, and the introduction of modern pedagogical technologies, interactive methods, a personality-oriented approach, and competency-based educational models into the educational process is a time requirement.

“The need to eliminate the existing mismatch between the current level of development of science, engineering, and technology and the process of improving the professional training of future teachers is becoming increasingly urgent due to the insufficient implementation of modern pedagogical and information technologies in the higher education system” [1, 11].

Uzbek language teaching methodology is an important field of linguodidactics, and its main objective is to develop students' communicative competence through the systematic formation of speech culture as well as grammatical, phonetic, and lexical knowledge. In this process, didactic principles, the selection of educational materials, the organization of the lesson, assessment mechanisms, and the teacher's methodological competence emerge as decisive factors. Moreover, contemporary language education is not limited to the transmission of knowledge alone but is increasingly focused on developing learners' skills of independent thinking, analysis, social interaction, argumentation, and effective expression. Therefore, special attention is required to ensure the harmony of innovative pedagogical approaches and didactic principles in updating the methodological system.

Innovative approaches are understood as a set of methods and technologies aimed at activating the learning process, shaping learners as active subjects of knowledge, creating an interactive pedagogical environment, and using digital tools in the presentation of educational content. These include project-based learning, cluster technology, brainstorming, mind mapping, role-playing games, problem-based learning, organizing activities on interactive platforms, and the use of electronic educational resources. Such methods play an important role in increasing students' motivation, enhancing speech activity, and developing communicative competence in context-specific communicative situations.

“A growing generation must become free-thinking, creative, harmoniously developed, and well-rounded individuals capable of handling any task. The current era of globalization requires individuals to possess a vast amount of knowledge in various fields and to be able to apply it appropriately. Interactive methods in the educational process are based on the activity, free thinking, and independent reasoning of every learner involved” [2, 7]. In Uzbek language education, the correct application of didactic principles – such as consistency, systematicity, scientific validity, conscious and active learning, relevance to real life,

individualization, and the integration of theory and practice – determines the effectiveness of educational content. Particularly within the framework of a learner-centered education model, taking into account each student's psychological and cognitive characteristics in the process of language acquisition is a crucial factor. Indeed, students' conscious perception of language material, their ability to apply grammatical categories in speech practice, and their capacity to develop meaningful oral and written communication are directly dependent on the proper construction of the teaching methodology.

### MAIN PART

The purpose of the reforms carried out in all spheres of social life in Uzbekistan is to ensure the interests of a person and his interests, his safety and well-being, and to bring a harmonious generation to adulthood. The purpose of the reforms carried out in all spheres of social life in Uzbekistan is to ensure the interests of a person and his interests, his safety and well-being, and to bring a harmonious generation to adulthood. The path of progress, which has passed in the short period after the independence of Uzbekistan, is gaining meaning and essence worth centuries. As you know, in moving progress and exerting its influence on the processes taking place in marriage, the issue of educating young people as a harmonious person, an important subject of socio-political, economic, cultural-spiritual renewal of society, is important.

**Language is a great blessing, a powerful force that has built not only a person, but also a society of personality, caused its development and, even today, connects different countries. Therefore, great attention has always been paid to the issues of language learning, the development of the most effective intensive methods of language education, language teaching methods have been systematically improved.**

"The methodology of teaching the Uzbek language is based on linguodidactics in the system of philological sciences. Linguodidactics, on the other hand, is a scientific and methodological field that defines the purpose, content, principles, means and methods of language teaching. This method of teaching the Uzbek language is based on linguodidactics in the system of philological sciences" [1, 92]. Linguodidactics, on the other hand, is a scientific and methodological field that defines the purpose, content, principles, means and methods.

Currently, the competency-based approach occupies a leading position in teaching methodology. This approach aims not only at students' acquisition of knowledge but also at their ability to apply learned knowledge in real-life situations, engage in verbal communication, and develop skills of analysis and

expression. From this perspective, in Uzbek language lessons, alongside teaching grammatical material:

- completing communicative tasks,
- analytical thinking,
- creative speech activity,
- development of speech culture and stylistic literacy.

Didactic principles, in turn, are considered the foundation of the methodological system. In particular:

- *The principle of consistency and systematicity* – determines the teaching of language material in a sequential, step-by-step manner.
- *The principle of consciousness and activity* – ensures that the learner does not passively receive knowledge but becomes an active seeker of it.
- *The principle of learner-centeredness* – requires selecting methods that take into account the abilities of each individual student.
- *The principle of the unity of theory and practice* – underlines the application of studied language units in real communicative situations.

Thus, the theoretical foundation of methodology is based on the systematic organization of educational content and the conscious, effective, and learner-centered conduct of the lesson process.

### ***Innovative Pedagogical Approaches in Uzbek Language Education and Their Practical Application.***

Innovative pedagogical approaches contribute to the activation of the learning process, the participation of the learner as an active subject in educational activities, and the development of independent research and creativity. Nowadays, the following innovative methods are being effectively applied in Uzbek language lessons:

- interactive methods
- digital educational technologies
- project-based learning
- competency-based approach

### **RESULTS**

The research results indicate that the use of innovative pedagogical approaches in Uzbek language teaching methodology is an important factor in increasing the effectiveness of the learning process. The combination of interactive methods, project-based learning, digital educational technologies, and the competency-based approach ensures active student participation in language acquisition and contributes to the development of their communicative competence.

Firstly, innovative methods significantly enhance students' activity during lessons, their independent thinking, participation in communication, and ability to reason and express their ideas. This indicates that the learner's cognitive activity has shifted from passive perception to active exploration and creative thinking.

Secondly, the correct application of didactic principles by the teacher – namely consistency, conscious assimilation, systematicity, learner-centeredness, and the unity of theory and practice – directly affects the effective mastery of educational material. In lessons organized on the basis of these principles, students' grammatical knowledge is integrated with speech practice, while phonetic and lexical skills are reinforced through communicative activities.

Thirdly, the use of digital educational tools increases the interactivity of the learning process and brings students closer to a real language environment. As a result, students demonstrate higher performance in listening, pronunciation correction, text work, logical thinking, and written expression.

The data obtained during the research confirmed that the methodically grounded application of innovative pedagogical approaches and didactic principles contributes to improving the quality indicators of Uzbek language education and helps develop students' speech culture, communicative competence, and creative thinking skills.

## **DISCUSSION**

The implementation of innovative pedagogical approaches in the Uzbek language teaching process primarily highlights the need to update the content, forms, and methods of education in accordance with modern requirements. As observed during the research, the use of interactive methods, digital learning platforms, and project-based teaching technologies increases students' communicative activity and positively influences the development of speech competence and communication culture. In particular, activities such as exchanging ideas among students, completing tasks in groups, drawing conclusions based on texts, and participating in debates enliven the process of learning the Uzbek language. "The social demand placed on mother tongue education is to teach the student to think, understand the opinions of others, and express these ideas correctly in oral and written form – that is, to develop communicative literacy" [3, 95]. However, the effectiveness of innovative approaches directly depends on the teacher's methodological preparation, pedagogical skills, and level of digital literacy. Practical experience shows that some teachers, without fully understanding the essence of innovative methods, attempt to apply them merely as external forms, which does not yield methodological results. Therefore, regular

methodological support for teachers, professional development, and organizing seminars for experience sharing are considered important factors.

The correct application of didactic principles is also one of the key factors affecting the effectiveness of Uzbek language education. Based on the principle of learner-centered education, it is recommended to organize individual assignments and independent research activities, taking into account each student's speech needs and learning pace. "Thus, innovative pedagogical approaches strengthen the modern didactic foundations of Uzbek language education, enrich the content and forms of the lesson process, and develop not only linguistic competence but also social and active communication skills in students. However, the success of this process depends on the teacher's professional preparedness, the provision of the educational infrastructure with digital tools, and the systematic organization of the methodological process" [2, 39].

In teaching the Uzbek language, it is necessary to recognize and address the diverse needs of students. This includes:

***Differentiated instruction:*** Adapting lessons to different learning styles and proficiency levels ensures the effective development of all students.

***Cultural sensitivity:*** Being aware of students' cultural backgrounds and integrating their experiences into the learning process fosters an inclusive environment.

***Motivational strategies:*** Using positive reinforcement, setting achievable goals, and celebrating important milestones encourages and engages students.

The methodology of teaching the Uzbek language encompasses linguistic knowledge, cultural integration, modern technologies, and sensitive pedagogical practices. "By combining these elements, teachers can create a dynamic and effective learning environment that not only teaches the language but also fosters respect for Uzbek culture and heritage. As global interest in learning various languages continues to grow, the methodology of teaching Uzbek will continue to evolve, incorporating new research and innovative practices to meet the needs of students worldwide" [2, 59].

## CONCLUSION

The scientific and methodological analyses presented above indicate that innovative pedagogical approaches and didactic principles play an invaluable role in developing the methodology of Uzbek language education in accordance with modern requirements. Modern methods such as the digital learning environment, information and communication technologies, interactive methods, and project-based learning activate the educational process, shape students as active subjects of knowledge, and contribute to the development of communicative competence.

The effective use of innovative methods helps develop students' oral and written communication skills, independent thinking, information analysis, participation in dialogue, reasoning, and creative expression. Didactic principles – consistency, systematicity, conscious assimilation, learner-centeredness, and the integration of theory and practice – ensure a well-founded scientific approach to the learning process and help improve the quality indicators of Uzbek language education.

Overall, the harmonious application of innovative pedagogical approaches and didactic principles in Uzbek language education not only enhances the effectiveness of lessons but also fosters the development of modern-thinking, linguistically competent, creative, and active communicators.

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