



THE CONTENT OF DEVELOPING STUDENTS' PROFESSIONAL AND PRAGMATIC SKILLS IN TEACHING THE UZBEK LANGUAGE

O.B.Qurbonova

Tashkent State Pedagogical University named after Nizami

Associate Professor of the Department of Uzbek

Language and Teaching Methods

Ergashaliyeva Yulduz Zohidjon qizi

Tashkent State Pedagogical University named after Nizami

Student of the Faculty of Languages

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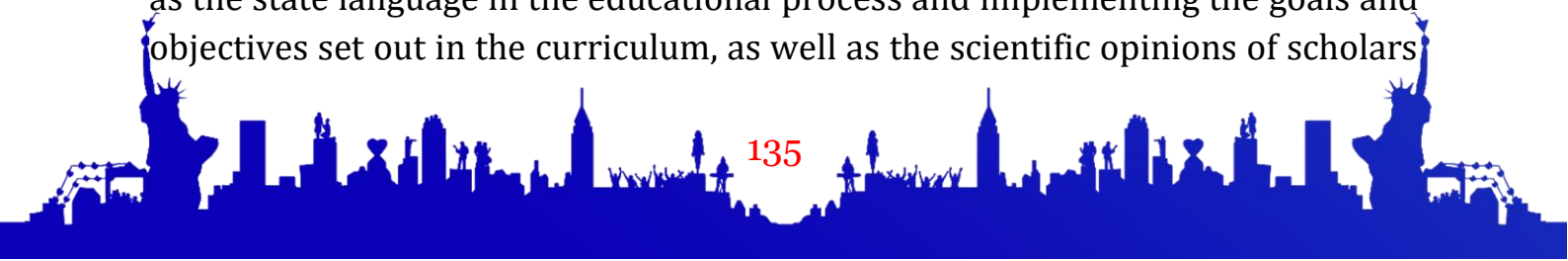
Annotatsiya. Ushbu maqolada ta'lim jarayonida o'zbek tilini davlat tili sifatida o'qitish va o'quv dasturida belgilangan maqsad va vazifalarni amalga oshirish sharoitida o'quv jarayoni sub'ektlarining og'zaki va yozma nutq malakalari va kasbiy kompetensiyasini rivojlantirishning nazariy asoslari, shuningdek, soha olimlarining og'zaki nutqini rivojlantirish, o'z mantiqiy tafakkuri va nutqini rivojlantirish bo'yicha ilmiy fikrlari bayon etilgan.

Kalit so'zlar: o'zbek tilini o'rgatish, ta'lim mazmuni, malaka mohiyati, nutq, nutq shakllari, ta'lim sifati va samaradorligini oshirish, og'zaki va yozma nutq, ta'lim vositalari, kasbiy-pragmatik, kognitiv, integrativ, kommunikativ yondashuvlar, turli matn va lug'atlar ustida ishlash.

Аннотация. В данной статье представлены теоретические основы развития устной и письменной речи и профессиональной компетентности субъектов образовательного процесса в контексте обучения узбекскому языку как государственному языку в образовательном процессе и реализации целей и задач, поставленных в учебной программе, а также научные мнения ученых в этой области по вопросам развития устной речи, логического мышления по своим темам, выражения собственного мнения.

Ключевые слова: обучение узбекскому языку, содержание образования, сущность навыков, речь, речевые формы, повышение качества и эффективности образования, устная и письменная речь, образовательные средства, профессионально-прагматический, когнитивный, интегративный, коммуникативный подходы, работа над различными текстами и словарями.

Annotion. This article presents the theoretical foundations of the development of oral and written speech skills and professional competence of subjects of the educational process in the context of teaching the Uzbek language as the state language in the educational process and implementing the goals and objectives set out in the curriculum, as well as the scientific opinions of scholars





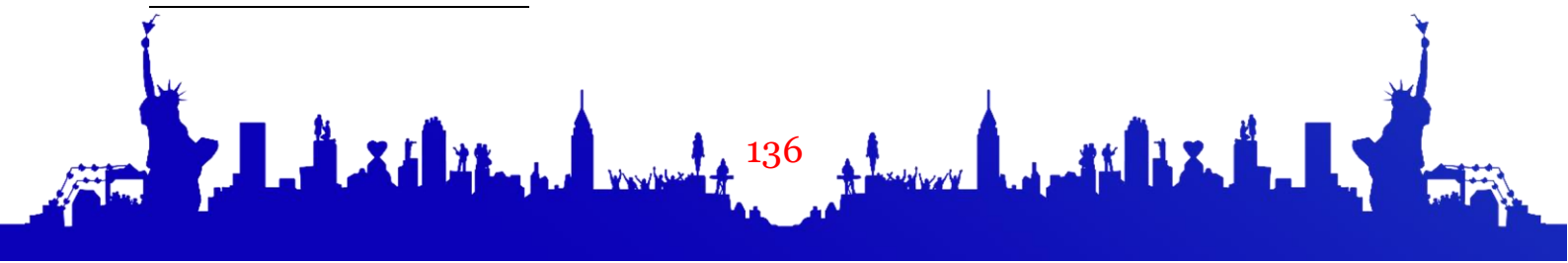
in the field on the development of oral speech, logical thinking on their topics, and the expression of their own opinions.

Keywords: teaching the Uzbek language, educational content, the essence of skills, speech, speech forms, improving the quality and effectiveness of education, oral and written speech, educational tools, professional-pragmatic, cognitive, integrative, communicative approaches, work on various texts and dictionaries.

In recent years, in the teaching of the Uzbek language, there has been a demand for teachers with a dynamic methodological culture in teaching, further increasing the educational needs of the individual, society and the state, and at the same time, innovative professional activities. Therefore, these changes taking place in modern education and society determine the emergence of new approaches to the professional development of teachers.

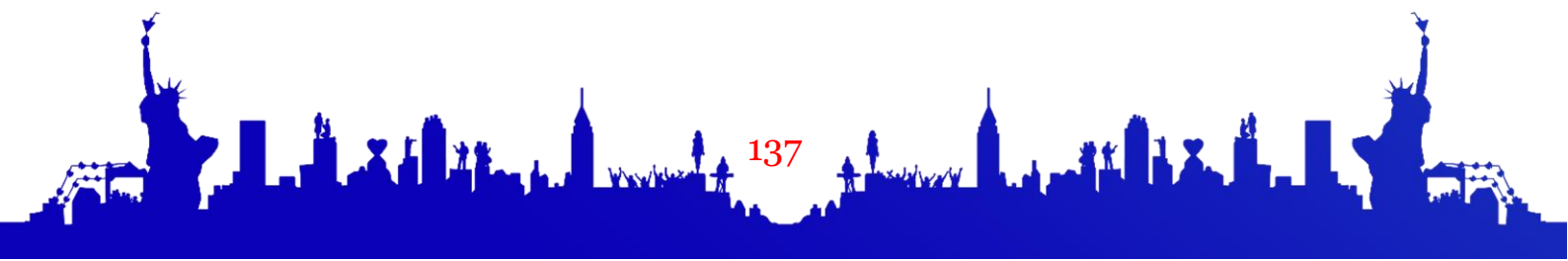
In this regard, the traditional teacher - textbook - student paradigm in the education system has been replaced by the student - textbook - teacher paradigm in the leading countries of the world. In teaching the Uzbek language in higher education The use of innovative advanced teaching technologies is prioritized, and traditional education is abandoned. The weakest aspects of traditional education are that learners are considered passive recipients of knowledge, they are focused on one subject, competition and individual work are not supported, and the teacher acts as an information provider and decision maker. The verbal expression and verbal thinking of a future foreign language teacher, according to the individual himself, depend on the objective factors of the environment in which he lives. The optimality of speech, in which the cognitive expression of a person is expressed by the environment, increases to a minimum. Indeed, if students are happy in their environment, their speech expression is mainly positive. Verbal thinking, unlike non-verbal thinking, in which thinking is carried out with the help of words, connects the subject and consciousness through images and definitions of this subject (events, processes, etc.) in the mind of a future foreign language teacher¹.

Today's education, which is developing with a new content and appearance, remains an important source for the socio-economic, political and cultural development of the country. In this regard, let us dwell on the theoretical basis of professional training and professional activity. Also, the dictionary meaning of the word preparation In the "Explanatory Dictionary of the Uzbek Language" the





following definition of preparation is given: 1. The work of becoming ready, bringing to readiness; the act of preparing, preparing; readiness. 2. The state of readiness, readiness². The state of preparation, readiness is always in a dynamic state and development is considered one of the necessary factors. "Professional training is a dynamic phenomenon, determined by many internal and external factors. That is why we face many difficulties in determining its essence and indicators. Systematic-structural analysis and an active approach allow us to describe professional training through the following stages: 1) adaptation to the profession; 2) self-actualization of the student in cognitive-professional activity; 3) the formation of professional-pedagogical activity in students occurs in a cognitive-active approach (we equate this stage with qualified practice); 4) the formation of personal qualities in carrying out pedagogical research, which implies a feeling of the need to perform all steps of creative pedagogical activity, creative inspiration³. Professional training plays an important role in preparing students for work in a preschool educational organization. Therefore, each student studying in this organization must have knowledge, skills and qualifications in this area. Professional training is a pedagogical process aimed at the rapid acquisition of the necessary skills by students to perform a specific job or set of jobs.⁴. Therefore, it is expected that preschool educational organization teachers will achieve high levels of performance in the educational process. S.S. Salavatova recognizes that the concept of "professional preparation" includes the formation of professional interests, views, ideas and norms of behavior corresponding to them.⁵. The conceptual basis of professional training is the creative thinking of the teacher, along with his interests, aspirations, views and imagination. Professor N.A. Muslimov agrees with the idea of the structure of students' preparation for professional activity and distinguishes motivational, cognitive-orientational, operational-attitude-behavioral, emotional-volitional and evaluative components.⁶. "Thanks to speech, the products of thought have become coherent, logical, and systematic, and the opportunity to leave them as a legacy for future generations has been created. The expression (consolidation) of the products of thought in oral and





written speech creates the opportunity to successfully educate the younger generation and develop them in all aspects"⁷.

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