



PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF LINGUISTIC EDUCATION IN MOTHER LANGUAGE CLASSES

Nomozova Malika Mahmudovna

2nd year masters

Tashkent State University of Uzbek Language and Literature named after Alisher Navo'i

marufobruv@gmail.com

Article history:	Abstract:
Received: 22 nd March 2023 Accepted: 23 rd April 2023 Published: 24 th May 2023	This article describes the role of grammatical exercises in mother tongue education, objective and subjective difficulties encountered in the process of acquiring linguistic knowledge, pedagogical and psychological aspects of linguistic knowledge.
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"Theoretical knowledge is obtained by processing the information provided by practical knowledge, opening the internal communication and relationships between them, and determining the essence that cannot be influenced by our sense organs" [p. 1:12]. Linguistic education in mother tongue education cannot be imagined without exercises. Linguistic exercises-assignments are used at all stages of mother tongue teaching and educational process.

It is known that the scope of linguistic and grammatical exercises is wide. However, there are no clear conclusions, ideas, and judgments about its specific definition, rule, components, system, and types. "Will, in the words of psychologists, requires the conscious organization of one's activities to achieve the intended goal, the search for means and methods to overcome the difficulties encountered in the process of activity. Understanding the purpose of one's work, striving to achieve it, and striving are the main components of a child's activity, which are formed as a result of practice. This is achieved by conducting exercises at a sufficient level of difficulty and complexity. But the issue of the difficulty and complexity of exercises in the methodology of the mother tongue has not yet been studied" [2: p. 98]. We witness this in the process of language education.

Linguistic exercises:

- open system;
- learning language skills;
- strengthening;
- repetition;
- check;
- generalization.

It has these characteristics and is used to form the student as a person with linguistic and speech competence.

As the student acquires linguistic knowledge, the acquisition of word meaning and the role of speech

situation (context) are very important. "When a child acquires his mother tongue, he first segments the speech flow. This is done based on formal signs only. Segmented "part of speech" - meaning is searched for words. In this, the child matches the repeated situational element and the repeated segment. Context plays an extremely important role in a child's linguistic experience. When a child encounters a new word, he first remembers its contextual meaning. As the number of contexts in which the word takes part increases, the meaning of the word becomes concrete in the child's mind. Language is a conventional sign that conveys content. When a person engages in communication, the goal of communication is always content, not structure. Modern approaches and theories in language education are built on this point of view," says scientist I.Azimova.

Speaking about the role of grammar in language education, the scientist emphasizes the following:

- Comprehensibility - the sentence made according to the rule is easy to understand;
- Taking the speaker seriously by the language community;
- Natural order in the acquisition of grammatical morphemes available and it does not depend on the sequence taught in the lesson;
- That is why it is inappropriate to emphasize the grammatical system in language teaching.

Grammar should be taught for one purpose only - to ensure the conscious use of the language. "The child does not acquire the language systematically, therefore there is no need to systematize language-specific phenomena (first in the form of phonetics, then lexicology, then morphology, etc.). The main emphasis is on language expressions that are necessary for the child to be able to enter into full-fledged communication within the framework of topics necessary for the child's age. In this case,



according to the requirements of the subject vocabulary, sentence structure, phrases, etc. units are given. All units are given in context, any spelling and punctuation rules are presented within the context" [3: p. 3].

We face objective and subjective difficulties in the process of acquiring linguistic knowledge. Objective difficulties are directly related to the characteristics and nature of the language itself. It is known that language has its major levels and its components. The Uzbek language also has certain complexities in terms of grammar and structure. From this common base, it is appropriate to extract the scope of knowledge that can effectively serve in the formation of a person, his speech skills and linguistic skills. In this process, the following characteristics of students are taken into account:

- age characteristics;
- spiritual world;
- interests;
- needs: theoretical and practical.

As we mentioned above, a person naturally needs certain knowledge of each language level. Therefore, there is a great need for different methods of effective teaching of such knowledge.

Subjective difficulties are as follows:

- Paying attention to the essence of the studied rule, the concept to be mastered;
- Choosing a suitable work method;
- Ability to choose educational tools;

Mother tongue (Language lesson) lesson

Write an exercise

This, of course, is the effect of subjective factors.

Providing linguistic knowledge as ready-made theoretical information in mother tongue education, using a pattern of determining a certain language level or language unit in exercises and tasks reduces the effectiveness of education. Mastery is a mental process that begins with the first learning of new educational topics and ends with making it "own" by the student. In order to make the educational material his property, the student treats it differently at different times: in some classes, he turns to the educational material to feel, perceive, and understand it, while in some classes he It is used to collect and analyze factual materials related to learned knowledge. As a result of

- Failure to select factual material;
- Multiple use of the same method;
- Not using variable assignments.

N.Shaikhislamov, studying the "problems of teaching the subject of the mother tongue", specifically mentions the pedagogical aspects: "The inability of the teaching staff to abandon the lessons in the traditional method. We can meet this problem in any educational institution. Teachers still teach using methods such as copying, doing exercises, and answering questions. Many teachers use traditional methods because they do not know how to use computer technologies or because it is not possible to teach in modern ways in schools.

The large number of students in the classes also prolongs the life of the traditional method. The number of students who perform the same task, read the answer to the question from the book in every lesson, and get a grade for copying the exercise is increasing. In recent years, we have not been able to make students interested in classes. It is one of the main tasks of our education system today that we should use modern pedagogical technologies to attract students to the lesson" [2: p. 129]. By carefully mastering methodological and theoretical literature, the teacher will eliminate the above shortcomings.

"What is your opinion about the subject of the mother tongue?" When an oral survey was conducted under the question, most of them rated it as "Writing exercise" and "Memorization of rule" lesson.

Memorize the rules

performing various mental "operations" in the process of studying the educational material, on the one hand, the scope of the student's knowledge improves, and on the other hand, the content of the material is viewed as the content of improving the activity of the student. The student's activity is important in the process.

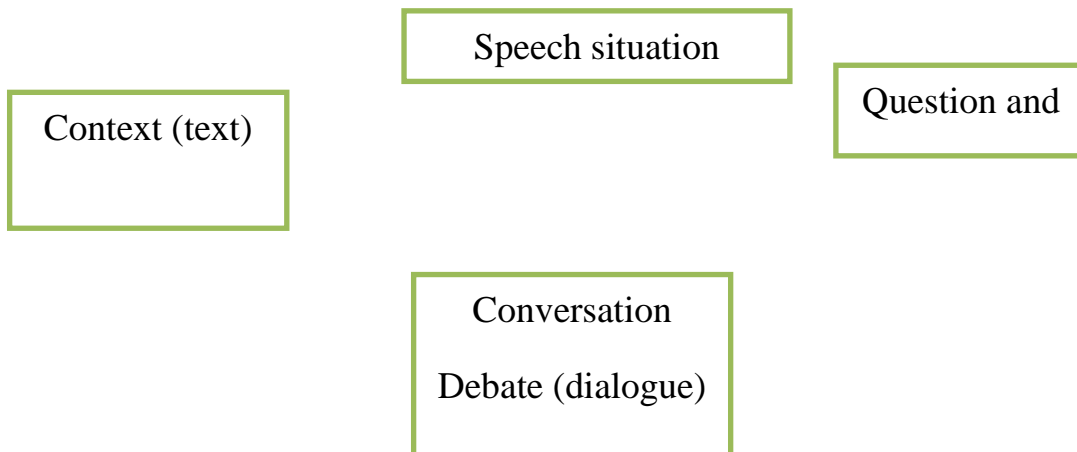
This, of course, requires teaching the content of the material through a certain situation. Formation of linguistic competence through speech situations shows its importance.

The knowledge acquired through speech situations remains within the student, not outside of him. "Language communication is inseparable from its communicativeness. Knowledge of the language



(communication) outside of the context does not emerge effectively" [4: p. 206]. For example, a statement such as "I pronounce you husband and wife" has its own communicative value if it is said correctly: the context (e.g. church) and the person concerned (e.g. priest) by. Obviously, saying the same thing to a department store clerk doesn't make two customers a couple. A statement gets its illocutionary

force only because of the situational context. The formation of the communicative event was brought about through the situational context. In addition, we can evaluate the following processes as a speech situation:



It is important to grade linguistic knowledge in a speech situation:

- Word-level knowledge.
- Sentence-level knowledge.
- Text-level knowledge.

The age characteristics of the student are taken into account. Because the learner of any language begins with the reception of its small language units (regardless of whether it is a mother tongue or a second language). The student who participated in the process or observed it will have the appropriate linguistic knowledge and understanding of the given topic. Through this, the teaching process is "activated", "accelerated".

It is easy to give theoretical knowledge in the state of "theory". But the reader does not accept it as a known linguistic concept, it remains in memory as linguistic knowledge and is forgotten after a certain time. This does not serve the development of a person in language education. Linguistic competence is important for speaking competence. Therefore, speech situations are of great practical importance in order to bring the given knowledge to the level of competence. After all, human activity is revealed through language and communication.

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