



SCIENTIFIC RESEARCH METHODS OF MOTHER TONGUE TEACHING METHODOLOGY

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Annotation: The use of research methods in the field of teaching methods of mother tongue.

Keywords: scientific research methods, methodical experiment, determinant, experiment, formative experiment, final control experiment.

In the lessons of "Mother tongue" long, complex grammatical rules, in the lessons of "Karakalpak literature" without forcing to memorize transient dates and events in the life of the artist, but to speak clearly in the native language, to be able to express their thoughts correctly, it is necessary to teach in the spirit of independent thinking, expressive reading of a work of art, its spirit, enjoyment of art, enjoyment of words. That's the end result of teaching your mother tongue and literature! The teaching of the subject "Methods of teaching the mother tongue" in higher education is also determined by the role of the subject of the mother tongue in school. Mother tongue is one of the leading disciplines in the school education system, teaching members of the community to think creatively and to express their ideas orally and in writing in accordance with the conditions of speech. "Methodology of teaching the native language" is one of the disciplines in the pedagogical cycle which is inextricably linked with didactics and is one of the disciplines in the private didactics cycle. Because all issues of general didactics are directly related to private didactics, including mother tongue education. A student who is familiar with the general didactic basis of education will easily master the subject "Methods of teaching the native language." The subject "Methods of teaching the native language" pedagogical experiment, diagnostic analysis, conversation, observation, oral answers of students and uses research methods such as analysis of written work, analysis of scientific pedagogical literature, study of best pedagogical practices, review of school documents. These methods allow to identify the current situation, to identify shortcomings in the work of students and teachers, to develop methodological recommendations on this basis, to analyze and summarize the results obtained.

Conversation and observation. Conversations are common in scientific research method.

The interview will be attended by two people - a researcher and an interviewer. The interviewee can be a student or a group of students, a group of students or teachers, school leaders, or parents. Based on the characteristics of the research topic during the interview questions are asked and the answers received are recorded in writing. The answers are important factual material for research. By analyzing the collected facts, the researcher draws conclusions and makes recommendations on the problem under study. An important aspect of the conversational method is that the methodical event is recorded as it moves. Observation is also a method of scientific research, in which the researcher records the process of observation, analyzes it, and draws conclusions.

Methodical experiment. The potential of pedagogical experimentation in gathering accurate data on scientific research is enormous. This method allows you to test the programs and textbooks created in the native language, to determine their success, to determine the level of their effectiveness by examining the methods, tools and techniques developed for the organization of native language classes and extracurricular activities. SHE IS

After obtaining the consent of the HTV of the Republic of Uzbekistan, the school is registered by a special decision of the Pedagogical Council.

The pedagogical experiment can consist of three stages:

- 1) detective experiment;
- 2) formative experiment;
- 3) final control experiment.

The first stage of the experiment requires the identification of the research problem, its object, subject, scientific hypothesis, novelty, the definition of the scope of the main problems to be solved. At this stage, the scientific-pedagogical and scientific-methodological literature related to the research area is thoroughly studied and analyzed; student and teacher performance is studied from this perspective.

scientific conclusions are drawn on the current situation.

The methodology developed in the second phase (content of education, new methods and tools of teaching, etc.) will be tested in experimental conditions; the results are recorded. To do this, control groups (classes) and experimental groups (classes) are selected, experimental teachers are appointed, which teachers receive special training, etc. The experimental results of experimental work can be recorded on magnetic tape and then studied and analyzed. The experiment should be conducted at the beginning and end of the experiment, after the study of a special section or at the end of each quarter.

possible. The results are analyzed and compared mathematically.

The experiment can be carried out only in the experimental class. In this case, the control class is not selected and the results obtained are compared with the situation at the beginning of the experiment. The formative phase involves the experimenter carefully observing the students' activities, analyzing the results obtained, and requires taking into account the achievements and shortcomings, keeping special records. If necessary, some seats can be re-experimented. The final control experiment is a formative experiment will be held upon completion. Final control can be done through written work, oral questions and answers, tests. Student control dictations, statements and essays, and the texts they compose are the final results of the experiment.

Diagnostic analysis. The term "diagnostic" comes from the Greek word meaning "detectable." This research method is widely used to draw the necessary scientific conclusions from the theory and methods of teaching the Uzbek language. Written works with diagnostic analysis, questions and answers and is based on observations and consists of three stages covers:

The first step is to identify the subject of research. For example, in the process of mother tongue education, the prevention and elimination of dialectal errors in students' speech, work on the norms of oral pronunciation, the process of increasing students' vocabulary can be the subject of research.

The second step is to determine the causes of the complex situation that occurred.

The third step is to identify ways to deal with the complex situation. The researcher can identify several ways and hope for their effectiveness. The results of the experiment will show which of these methods is more effective. For example, the researcher conducts dictionary dictations to correct spelling errors, compiles a list of words in pronunciation that differ from the literary language, remembers the definitions and rules related to mistakes, may have encouraged students to work in groups of several, such as holding a "Skills Competition" between them. The level of effectiveness of these recommendations is determined through experimental work.

Study of methodical heritage. The study of methodological heritage is one of the most important methods of scientific research. This method should be used when studying the history of mother tongue education, if we refer to its history. For example, to analyze the issue of "organization of repetition lessons in the process of mother tongue education" from a scientific point of view, this the history of the matter, that is, the views of the great thinkers of the East on repetition. The researcher

reads the works of Abu Rayhan Beruni, Abu Nasr Farabi, Umar Khayyam, Alisher Navoi and other scholars and relies on their opinions. If the content of education in the native language is selected as the object of research if so, what is the purpose of teaching a mother tongue at different times? and needs to look at the history of the problem.

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