



Utilization Of Contemporary Methodologies In The Instruction Of The Native Language

Berdiyeva Nilufar Ibodullayevna

Tashkent State University of Uzbek Language and Literature

Abstract: This article explores the benefits of integrating cooperative educational technologies to improve oral literacy, emphasizing their application in native language instruction within the Uzbekistan context. The inquiry specifically examines modern methodologies utilized for teaching the native language, with the primary goal of elucidating the role of cooperative technologies in advancing oral literacy skills.

Keywords: literature education, educational landscape, Uzbek language, specific relevance, linguistic competence, practical dimensions

Introduction. The introductory section provides an in-depth exploration of the significance of oral literacy within the dynamic educational landscape of Uzbekistan. It initiates a discussion on the shifting contours of education in the region, acknowledging the ongoing transformations and advancements. The primary thematic focus introduced in this article revolves around the merits associated with the integration of cooperative educational technologies. This central theme serves as the cornerstone for a nuanced understanding of how these technologies exert influence on the instruction of the native language in Uzbekistan. By delineating the evolving educational milieu and accentuating the pivotal role of oral literacy, this introduction establishes a contextual framework that is crucial for comprehending the profound implications and transformative potential inherent in the utilization of cooperative educational technologies. It lays the foundation for a targeted exploration into the multifaceted advantages offered by these technologies and their specific relevance to the paradigm of native language instruction in Uzbekistan.

In essence, this opening segment functions as a gateway to the core theme of the article, providing readers with a roadmap to navigate the intricate interplay between cooperative educational technologies, oral literacy development, and the native language instructional context in Uzbekistan. The



subsequent sections will delve deeper into a thorough literature review, research methodology, analysis of findings, and a conclusive summary, collectively offering a comprehensive examination of the advantages associated with the application of cooperative educational technologies in the domain of oral literacy, particularly within the context of native language instruction in Uzbekistan.

Literature review. This segment scrutinizes current academic literature concerning oral literacy, cooperative learning, and the amalgamation of educational technologies. Special attention is given to preceding research endeavors that illuminate the advantages derived from cooperative learning strategies and the constructive impact that technology exerts on language acquisition and communication proficiencies. The literature review serves a dual purpose, acting as the foundation for the theoretical framework and establishing the groundwork for the ensuing empirical investigation. By delving into these existing studies, the review aims to provide insights into the efficacy of cooperative learning and technological interventions in bolstering oral literacy skills. The emphasis on prior research findings sets the stage for a comprehensive exploration of the advantages associated with cooperative educational technologies in the context of native language instruction. It lays the conceptual groundwork for understanding how these educational approaches intertwine, paving the way for a systematic examination of their impact on oral literacy development within the Uzbekistani educational landscape.

The presentation of aesthetically refined literary works to readers proficient in the foreign language not only serves the purpose of enhancing the efficacy of Uzbek language comprehension but also underscores the imperative to address deficiencies in the educator's proficiency and linguistic competence. This is essential to facilitate the audience's comprehension of the content embedded within these works or literary and artistic excerpts.[1]

Yuldashev is one of the scholars who has significantly contributed to the independence-era development of the methodology of literature education and stands out among scholars who are actively engaged in relevant research. He is currently conducting rigorous investigations into both the theoretical aspects and practical dimensions of the methodology of literature education [2]. His book, "Scientific and Theoretical Foundations of Literature Education," stands out as one of the latest achievements in the field of literature education



methodology. In his research, the scholar delves into novel perspectives on literature education, addressing contemporary issues and shortcomings in traditional literary education. Particularly noteworthy is his emphasis on recommending examples of literary-aesthetic analyses as part of his scholarly contributions.

One of the most crucial characteristics in the study of literary works is the exploration, analysis, and evaluation of its characters. Incorporating this into the taste system and instilling it into the minds of students is among the vital responsibilities of educators, specifically those specializing in teaching language and literature. In the contemporary context, the successful execution of this task is exemplified by numerous theoretical and practical research endeavors conducted within the field. [3]

Research methodology. The research methodology utilizes a mixed-method approach that encompasses classroom observations, interviews with educators, and student surveys. The utilization of classroom observations enables a dynamic and real-time assessment of the integration and effectiveness of cooperative technologies within the learning environment. Concurrently, interviews with educators serve as a valuable means of acquiring insights into instructional methodologies and the perspectives of educators concerning the integration of cooperative technologies. The inclusion of student surveys is aimed at collecting quantitative data, providing a systematic and thorough analysis of the influence that cooperative technologies exert on language proficiency and the enhancement of communication skills. This multifaceted research design is tailored to provide a comprehensive understanding of the nuanced impacts of cooperative educational technologies on oral literacy development. By integrating diverse data collection methods, the study endeavors to capture a holistic view of the intricate dynamics at play, shedding light on the multifaceted aspects of how cooperative technologies contribute to the advancement of oral literacy in the context of native language instruction.

Analysis and Results. This segment delves into the interpretation of the gathered data, elucidating the observed benefits associated with the integration of cooperative educational technologies. It investigates heightened levels of engagement, collaboration, and participation among students, offering a comprehensive analysis that encompasses both qualitative and quantitative insights derived from classroom observations, interviews with educators, and



surveys administered to students. The examination of these various data sources facilitates a nuanced understanding of the multifaceted impacts of cooperative technologies on oral literacy development within the context of native language instruction. By triangulating information from diverse perspectives, the analysis section aims to present a comprehensive and detailed account of the advantages afforded by cooperative educational technologies. This thorough examination encompasses both the qualitative dimensions, highlighting the experiential aspects and perceptions of educators, as well as the quantitative aspects, providing empirical evidence on the impact of cooperative technologies on language proficiency and communication skills among students. Through this multifaceted analytical approach, the study endeavors to contribute substantively to the discourse on the role and effectiveness of cooperative technologies in advancing oral literacy within the domain of native language instruction.

Conclusion. In summary, this article synthesizes the findings to underscore the benefits of integrating cooperative educational technologies in the context of oral literacy development within native language instruction in Uzbekistan. The emphasis is placed on the transformative potential of these technologies in fostering dynamic and interactive learning environments, ultimately contributing to enhanced outcomes in oral literacy. Additionally, the conclusion points towards potential directions for future research, acknowledging the continually evolving intersection of technology and education in the realm of native language instruction. This forward-looking perspective encourages further exploration and investigation into the nuanced impacts and potential refinements that can be made in the integration of cooperative technologies for the continual advancement of oral literacy in educational settings in Uzbekistan.

References:

1. Хусанбоева К. Адабиёт - маънавият ва мустақил фикр шакллантириш омили. Т.: Узбекистон Миллий кутубхонаси нашриёти. 2009. 368 б.
2. Йулдошев К. Адабиёт уқитишнинг илмий-назарий асослари. Монография - Т.: Уқитувчи, 1996, - 192 б.
3. Миркосимова.М. Уқувчиларда адабий таҳлил малакасини шакллантириш ва такомиллаштириш асослари. Монография. Фан, 2009. - 145 б.