



TEACHING METHODOLOGIES OF NATIVE LANGUAGE AND LITERATURE IN POLYTECHNICS

Khudoykulova Umida Alamjonovna

Mubarak District Polytechnic of Kashkadarya Region, Uzbekistan

Abstract

This article analyzes modern approaches to teaching methodologies of native language and literature in polytechnics, principles of competency-based education, as well as methods for improving the teacher's methodological skills. The article covers such issues as the integration of Sciences, the use of innovative pedagogical technologies, the formation of a culture of speech in students, the development of creative thinking on scientific and theoretical grounds. As a result, it was found that polytechnic students have the opportunity to develop interest in their native language and literature, broaden their thinking, and develop communicative competencies.

Keywords: Polytechnic, native language, literature, methodology, competence, educational technology, innovative approach, integrative education, student activism, interactive methods.

Introduction

In the modern education system, polytechnics are an important link in secondary special education. Native language and literature occupy a special place within the subjects taught at these institutions, as it serves to shape the students' thinking, speech culture, respect for national values, and creative approach. The importance of native language and literature is also highlighted in the decisions and decrees of the president of the Republic of Uzbekistan on the development of Education.

Today, communicative competence, speech culture, creative thinking are also important for specialists in the technical field. Therefore, the process of teaching these subjects in polytechnics cannot be limited only to the provision of theoretical knowledge, but it is necessary to carry out it on the basis of modern methodology, using innovative technologies.



By developing students ' skills such as analytical thinking, analysis of literary works, formation of aesthetic taste in native language and literature classes, they can be brought up as cultural, thought mature individuals, even as technical specialists. Thus, this article analyzes the theoretical and practical aspects of the methodology of teaching native language and literary Sciences in polytechnics.

Research techniques

The following scientific and methodological techniques were used in the research process:

1. Theoretical analysis-existing scientific literature, methodological manuals, state educational standards and educational programs were studied.
2. Comparison – The processes of teaching mother tongue and literature in polytechnics and secondary schools were compared.
3. Pedagogical observation – observations were conducted to analyze the lesson processes, assess the level of student activity and independent thinking.
4. Questionnaire and interview – Interviews were conducted with teachers and students to explore problems and suggestions in the teaching process.
5. The methodological effectiveness was determined and the results were compared through a practical analysis of the results of lessons organized on the basis of interactive methods.

Results and discussion

Methodology of teaching the native language

The main purpose of teaching native language science in polytechnics is to arm students with speech, grammatical and communicative competencies. During the lessons, it is necessary to pay attention to analytical thinking, text composition, the development of oral and written speech, increasing vocabulary.

In modern methodologies, the following approaches are effective: interactive methods (mental attack, cluster, conceptual map), problematic educational technology – teaching students on the basis of questions and tasks that make them think, an integrative approach-explaining language phenomena based on examples related to disciplines in the technical direction, a communicative approach – forming the communication culture of students.



For example, the use of technical terms in the study of the topic “vocabulary and sentence” is of interest to students in relation to science. At the same time, the analysis of texts related to the production process in practical training also makes it possible to associate the native language with practice.

Methodology of teaching literature

The main goal of literature lessons is to form artistic thinking, aesthetic taste and respect for national values in students. Literature lessons for students of the Polytechnic are not only a means of studying a work, but also a means of enriching life experience, strengthening moral education and a sense of patriotism.

Effective methodical approaches: learning a work in connection with the life and period of the author, using multimedia educational tools – film snippets, audio readings, e – books, role – entry technology – students' deep understanding of the work is achieved by entering and staging the image, analytical discussion-students base their thoughts with evidence, reflexive method-to draw personal conclusions from the Read work.

For example, by organizing a discussion on “realism in describing the historical period of Uzbekistan” in the process of analyzing Abdullah Qadiri's “past days”, students learn to think, analyze and evaluate independently.

Application of innovative technologies

The effective use of Information Technology in today's educational process significantly increases the quality of training. The following methods are widely implemented in polytechnics:

- Electronic textbooks and online testing systems;
- Virtual laboratories – interactive staging of literary works or linguistic analysis processes;
- Complete assignments online on platforms such as Google Classroom, Quizizz, and Padlet.

These processes not only increase students' interest in science, but also develop them in terms of digital literacy.



Improving teacher's methodological skills

The teacher's methodological training is one of the most important factors determining the effectiveness of education. Polytechnic teachers:

- Study of new pedagogical technologies;
- Use game elements, stage performances, and creative writing in lessons;
- They should evaluate their activities through reflection.

An effective methodical approach is when the teacher organizes the lesson in cooperation with students, creating an environment in which independent reading, thinking and creativity are encouraged.

Conclusion

The above analysis shows that it is necessary to organize the process of teaching native language and literature in polytechnics on the basis of modern methodology, innovative technologies and integrative approaches. While students acquire the skills of practical use of language through native language classes, literature classes enrich their spiritual and aesthetic world.

In order for polytechnic graduates to succeed in their field as technical specialists, a culture of communication, aesthetic thinking in education, a creative approach are necessary. In this sense, a deep and effective teaching of native language and literary subjects, inextricably linking them with subjects of technical orientation — is a requirement of the present.

Increasing the professional competence of teachers, the implementation of modern teaching technologies in practice, the formation of creative thinking and national pride in students – is the main goal of this methodological approach. Through such an approach, the subjects of native language and literature taught in polytechnics contribute greatly to the cultural and intellectual development of our society.

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