

Planning the Lesson Process in Teaching Uzbek Language

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ABSTRACT

Today, the widespread use of the Uzbek language among citizens and the attention to raising the status of the language is increasing day by day. In this article, we will focus on planning Uzbek language lessons.

KEYWORDS: language, lexical unit, learner, language owner, lesson process, lesson planning.

It is clear that effective and meaningful organization and planning of Uzbek language lessons is one of the urgent issues today. Because the process of lesson planning is closely related not only to the knowledge and experience of the teacher, but also to several external factors that should be given special attention. These factors include the language teaching criteria to be applied to the lesson, the standards to be met, and the curriculum. Therefore, the question arises that if we follow what we can plan the lesson of the Uzbek language correctly.

It is known that in each country, there are certain ideas about the goals that the teacher sets for himself in the teaching of the state language (mother tongue), the ways to achieve them, and the methods of checking the level of achievement. In this regard, a new approach to language learning based on didactic-methodical principles was formed in many countries in the last ten years. The main document in this regard is based on the normative requirements for further strengthening the national status of the Uzbek language in our country.

In this, the definition of "to be able to do" as a goal set in the process of language teaching and learning is leading, that is, the goal set by the teacher for each lesson is that the student should be able to do it after this lesson. or not the skills they need to learn, but rather the knowledge they can achieve and the skills they can use in practice, and plans the lesson accordingly. As a result, during the lesson, the language learner learns to communicate with each other in various situations and life processes, to express his personal opinion freely, and to evaluate the worldview and mentality of representatives of other nations and cultures. In this process, based on communicative language competence, it is envisaged to gradually develop students' communication skills by creating live communication conditions based on the production and/or reception of texts related to various aspects of life.

First of all, we need to understand the essence of the word competence in order for the teacher to understand his goal.

Competence is the ability to use the theoretical knowledge, practical skills and qualifications acquired in science to solve practical and theoretical problems encountered in everyday life.

Competencies are a combination of declarative knowledge, procedural skills, and personality-related competencies that enable an individual to perform actions.

Declarative Knowledge:

- real knowledge, a complex of knowledge based on facts (for example, knowledge of grammatical rules or a correct understanding and understanding of a specific characteristic of a certain culture, society;

Procedural (available, acquired) skills refer to both low and high automated skills. For example, the automatic application of language rules and norms of a particular society;

Personal competence is a sum of individual characteristics, personality traits and attitudes. These include, for example, attitudes towards the target culture, motivation to learn the language, and stable personality factors such as more or less underachievement or self-confidence.

In order to provide students with competence-oriented knowledge, the teacher must first get used to looking at the educational material to be learned from the student's point of view. The educational materials provided by the teacher should be prepared gradually from simple to complex and should include words and phrases that are frequently used during each lesson and in everyday life. Sometimes it is more effective to provide additional materials that are slightly different from the educational materials provided in the textbooks. For example, for Uzbek language learners, the works of our national literature and bright examples of modern prose are distinguished by their relevance to the lives of young people, their adaptation to different language levels, and their relevance to everyday life problems. Also, the role of project lessons in the development of students' communicative competence is incomparable. In this case, the teacher brings the students to a new environment by organizing the lessons outside the school environment, say, in a museum, on the street, in the heart of nature. z can prepare presentations and acquire language in an action-oriented manner.

In conclusion, the teacher should pay special attention to the following aspects when planning foreign language lessons:

- To be able to correctly present the educational material in the lesson and deliver it to the students, so that at the end of the lesson, the student can return the learned material, that is, he can use it in the lesson and in everyday life;
- The knowledge learned by the student should be demonstrated and evaluated in the form of written and oral speech;
- The presented materials should be based on listening, i.e. through the ears, or seeing, i.e. through the eyes.

Also, it is appropriate for the teacher to pay attention to the following when creating a communicative environment in the lesson:

1. Do not translate the instructions for students in the lesson, that is, let the student try to understand what is said on his own.
2. In class, students should not always sit in the same seat with the same classmate, but on the contrary, they should communicate with different classmates during different group work.
3. It is appropriate to patiently ask all students, not just one student.
4. When explaining a new topic, it is not necessary to comment on previously familiar

things. Because our task is to think together with the student, not for the student.

5. During group work, entrust the group with the help of an answer sheet to check the result, limit individual control a little.

In general, when planning the lesson, the teacher should take into account the specific knowledge that the students will learn after this lesson. For this, it is required from the teacher to be creative, to abandon homogeneity in the lesson and to activate the ability to make the student interested in science.

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