



## INTEGRATION OF NATIVE LANGUAGE INTO THE CONTENT OF EDUCATION IN THE DEVELOPMENT OF NATIONAL PRIDE

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### ABSTRACT

Creating the possibility of methodical formation of educational trajectory contributes to the improvement of integrated competencies of students related to the development of national pride, students' interest in science, as well as the ability to develop several skills related to national pride in the course of a single learning task, having a conscious approach of students to perform tasks. To observe didactic sequence of performance, artificial intelligence to find tasks from modern sources of information.

**KEYWORDS:** National pride, skills, information, resources, education, school, mother tongue.

### INTRODUCTION

Development of national pride competencies in pupils and systematic work in this direction in the curricula of general education schools in the native language, subject textbooks and developed teaching aids for grades 1-5. Pupils should have the ability to use texts correctly not only in native language classes, but also in social life, facing situations related to national pride, to speak politely about the problem, to quote wise proverbs, some of them should be able to cite and interpret them. Therefore, first, in-depth teaching of theoretical information based on plans, effective use of exercises and tasks, the use of advanced technologies during the lesson, native language is necessary to ensure the implementation of innovative approaches in the classroom. This is one of the main tasks of modern mother tongue education.

We believe that it is useful to create tasks with dialogues and create exercises for students to clean their speech in the development of national pride competencies, videos, hand drawn pictures and drawings in native language lessons are useful tools for understanding the topic. A person has a desire to communicate due to a certain need. The formation and movement of speech depends on understanding the transformation of thought into speech, selected lexical units that determine the development of thought, and grammatical means that link them. Before a speaker's thought takes the form of written speech, thoughts organized in the human brain through plan-based thinking. This is where thoughts are collected, sequencing thoughts within a topic, understanding the essence of the selected thought, speaking based on logic and forming the content of the speech takes place. Based on developed speaking skills, writing skills formed. At the same time, an important place occupied by scientific-theoretical The use of didactic games and interactive methods in teaching education is of great importance in teaching, training and improving students in the educational process. Didactics is a theory of education. Didactic games strengthen students' creativity, help to focus their attention, and

improve their memory. During a didactic game, students perform many actions, exercises; solve various problems, without realizing it themselves. The “Explanatory Dictionary of the Uzbek Language” defines the word “national” (Arabic) as a characteristic of the nation, referring to the country and its inhabitants. Therefore, all material and spiritual values associated with the Uzbek people and the history of Uzbekistan as a State and a country considered national values. In this sense, for everyone to be comfortable living among people, they must have a good education. After all, the president of our country said; “In order for our youth to be independently thinking have high intellectual and spiritual potential and become people equal to their peers globally in any field, our state and society must be happy. We mobilize our strength and capabilities”, they say. It known that the subject “Education” has been introduced in general education institutions from 2020-2021 academic year on the initiative of the President of Uzbekistan. This subject, as part of the concept of continuous spiritual education, instills in students the idea of “from national revival to national uplift”, prepares them for successful social life, active citizenship, responsibility, purposefulness, legal awareness and culture. , a deep world outlook, such qualities as healthy faith, enlightenment, tolerance. architectural monuments acquire both social and pedagogical (educational) significance and essence as a value in both statuses. In the formation of the feeling of “gratitude”, “gratitude” interpreted as something that is the basis of the pupil's knowledge of his own value, respect for him, a sense of pride, pride, pride. Children's sense of pride is shaped based on the region in which they live and the values that exist there. The development of national pride in pupils through lessons in elementary school is one of the priority tasks of modern education. “In British schools, six core competencies are taken as a basis. They conditionally combined into several groups. Basic competences: communication, calculation, information literacy. It said that the competences of listening, reading, speaking and writing serve as auxiliary tools in the basis of improving each group of these three basic competences. The development of national pride competencies in language education is a practical and active activity carried out with students to improve their speech. Developing students' competence on national pride and controlling the formation of practical skills requires the teacher's in-depth knowledge and verification of the acquired knowledge. It is reasonable to base students' competence on national pride on the following prioritized principles.

The main educational objectives form the basis of the research on each methodology. During the next century, much research done in the field of mother tongue education. The content of education initiated by the Jadidis included the nationality characteristic of the mother tongue. Turning to the analysis in the study, we pay attention to the comparative ratio of textbooks for general secondary education and textbooks for higher education. In the education system, traditional lessons designed for future elementary school teachers, especially future specialists, to memorize information based on tasks, lingo-pedagogical analysis of sentences from various sources. Based on the acquired knowledge, future elementary school teachers know how to select nouns from any text by questioning, divide them into outlines and continue the formed groups independently. Definite nouns taught by dividing them into semantic groups. Work on compounds with nouns plays an important role in increasing the vocabulary of future elementary school teachers. Theoretical analysis of the tasks created for reading and comprehension topics in the textbooks of the mother tongue module to assess competence serves to improve the quality of the tasks. In conclusion, when the methodology of mother

tongue teaching planned for the training of future elementary school teachers, it is time to create learning tasks that will serve to improve their professional skills. In this sense, it is necessary to take this into account in the future methodological literature on mother tongue teaching methodology to be created. If these tasks are successfully solved, the scientific-theoretical task of didactics is to study the existing processes of education, to identify the links between its various aspects, to reveal their essence, to determine the trends of development and the future. Normative and organizational-technological task based on determining the norms of understanding, the principles of education. The application of educational methods and means and creates the possibility of effective use of experience and educational resources.

### CONCLUSION

In conclusion, in order for the methodology of teaching the mother tongue to meet the requirements of the time, all attention paid to the development of skills related to national pride. Future elementary school teachers should teach their students to develop listening, reading, speaking and writing skills. For this purpose, each pupil should be able to work on a text, learn to state the same thought in different forms, and, most importantly, be able to distinguish between learning tasks and independent tasks, and be able to use them effectively in the classroom. If we talk about the assessment of competencies, it is still a problem for us, because the existing assessment system needs to be changed. When creating a competency-based model of specialist training, it is necessary constantly monitor the achievements of the native language in the content of education, the quality of education, and actively use innovative electronic means of assessment, which allow the development of personal qualities and creative features of the learner. Theoretically, professional competence is the result of the development of special activity, methods of its analysis, the mechanism of its development in the process of training a specialist and improving methodological professionalism in practice. Empirically, professional competence characterized by the employee's readiness to solve professional tasks of various levels of complexity in the context of professional development and presented as an ideal model of a professional. In the modern educational space, portfolios, tests, scoring systems, etc. It used based on tools for assessing the level of development of students' professional competencies. Modern assessment tools should determine the content and activity components of a specialist's training, involving the demonstration of competencies or their application in a specific situation. As a situational task, we believe that such an assessment tool meets all the above requirements. The first mention of situational tasks as a new promising type of control material is contained in the works of V.S. Avanesov. He calls such tasks designed to test the knowledge and skills of examinees in practical, extreme and other situations situational.

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