Contemporary Methods of Teaching Uzbek as a Foreign Language

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Abstract: In this article it is given several modern interesting ways and methods of teaching Uzbek as a foreign language such as combination of integrated skills by means of critical thinking, interactive communication, and utilizing modern digitals like corpus based learning, technologies, multimedia, group, pair discussions and etc. Moreover various kinds of approaches and technologies are suggested so as to create a friendly, fruitful and interesting environment for the learners of Uzbek.

Keywords: corpus-based learning, multimedia, critical thinking, high level communication, learning strategies, approaches.

Introduction

Nowadays the Uzbek language is gaining prominence as a result of the government's visible attention among foreigners. Nonetheless, it is no secret that new learners struggle with utilizing the language in everyday situations. As a result, today's educators are asked to blend four abilities when teaching UFL (Uzbek as a foreign language). According to Surygin's concept "the four language skills acquisition (hearing, reading, speaking, and writing) depends, first and foremost, on the academic subject and the learner's linguistic competency level." Not only should students' levels be appropriate, but so should instructional materials be appropriate for their nationality, religion, gender, age, attitude, and psychology. For example, some stories for reading, short and common dialogues for speaking, texts on the themes of "About Myself," "My Family," and "My Country" for writing development, and watching Uzbek videos, news reports with subtitles, singing song with lyrics are likely essential for listening. The rationale for this is that if a session does not include a combination of these four abilities, learners will find it increasingly difficult to use the target language in real life.

Language education is well recognized to entail the learning of a specific quantity of information at each stage of school. Language materials, consisting of phonetic, lexical, and grammatical information specified in the curriculum, serve as the foundation for the knowledge to be acquired, and they are distributed separately for each stage of education in accordance with the requirements of the state educational standard. Students build speaking abilities based on this information during the educational process. The continuity of educational material cannot be achieved if this information is not adequately disseminated throughout phases. *Reading, listening comprehension, speaking*, and *writing* are the four primary categories of Uzbek language speaking activities. As well-known psychologist I.A. Zimnyaya says quality is the attainment of high

perfection of actions and automation of speech processes as a result of exercise. Certainly, speaking, communicating, necessitates the greatest effective degree of lexical, grammatical, and phonetic formalization of cognition - the development of highly automated speaking abilities, i.e., speaking skills. The development of speaking abilities in oral communication is the foundation of the communicative objective, since the capacity to share information in a second language, to communicate orally and in writing, is developed via listening, speaking, reading, and writing skills. In Uzbek language classes, electronic manuals, videos, animations, texts, and audio visuals (recorded sound, music, etc.) can be utilized. The employment of these strategies in native language and literary courses leads to a better understanding of the educational subject. During time, an intimate bond develops between the teacher and the student. Many teaching approaches are used in educational processes such as single, double, group, large groups. One of the linguistics Ken Robinson claimed that "education systems should recognize that "most great learning happens in groups", because "collaboration is the stuff of growth". That is to communicate in any language learners need to have a conversation with each other. So, language classes should be a natural place to utilize cooperated learning strategies. When students work in groups, they improve their success, retention of information, and social interactions, as well as their self-confidence. It can alleviate the burden of contributing to a whole-class situation and allow students to work at their own speed. Moreover, working in pairs or small groups, the chain, press conferences, brainstorming, team games, assignments, linguistic games, puzzles, crosswords, roleplaying and simulation games, case studies, project technology, the tandem method, interactive tours, quests and web-quests, literature and musical compositions, discussions, multimedia and Internet technologies, podcasts, edutainment technology, critical thinking development, reciter contests, and literary conferences and various Uzbek festival speeches create an opportunity for learners at their own pace. These sorts of work are universal since they relate to multiple levels of learning and may be used to improve social, cultural, and scientific communication abilities. Teachers may create a friendly environment in which communication, design, problem-solving, and teamwork skills and capabilities can be developed.

Furthermore, teaching Uzbek depending on its culture is one of the best ways to master the language as it motivates teachers to teach many parts of Uzbek culture to overseas pupils, reflects the learner's interest Uzbekistan, as well as the lifestyle of native speakers, and generates circumstances for becoming proficient in Uzbek in its cumulative function. Additionally, students can learn about social and cultural differences or issues, customs and traditions, national, local, and religious holidays, characters of native speakers, national dishes, and other topics that can help students develop cultural awareness and learn how to build bridges through intercultural dialogue. While discussing target-language teaching or learning, it should be stressed that we cannot envisage our daily class without computer technology. Because using new learning tools, such as digital technologies that play an essential part in modern life and support the learning process, is one of the best and fastest ways for non-philology students to become proficient in Uzbek.

As "The Resource," an educator may develop digital -language trainings, computer-based learning and assessment systems, distance education courses, and educational websites, or share useful educational information with students in electronic form. Here it is vital to mention the

significance of using corpora data. To achieve high-level qualification of learners, teaching the Uzbek language as a foreign language (or as a second language) and native language should be renovated. In terms of methodology, teaching the Uzbek language has become a conventional technique that takes into account grammar and non-formal text structures. The Uzbek language is an agglutinative language with various lexical and grammatical combinations. As a result, it appears difficult to build the phrase due to the rich combination of morphemes and even some of them being out of order in the speech of Uzbek like,

Holalarimdagilarnikigamasmikin-a (hola + lar + im + dagi + lar + niki + ga +mas + mi + kin + a)

Of course, such a term is not used in regular conversation. As a result, it might be noticed in an Uzbek speech or another example like this. Categorical changes and syntactic relations may cause confusion for learners if some of them are exceptions. Hence, corpus-based analysis is a critical problem for showing accurate instances in relation with many genres nowadays. Utilizing corpora as data in several fields related to language spurred the development of a new methodological approach to language training. Furthermore, an essential addition of corpus data for the Uzbek language is the ability to estimate and explain orthographic shifts between Cyrillic and Latin graphemes in various types of texts as both graphemes are now utilized in Uzbekistan. For example, during the Case for Noun lesson, there are various variances for directive case:

tog'ga (to mountain), bog'ga (to the garden)

These morphotactic components are easily understood by a foreign learner: *tog'+ga* = NOUN+Dir.Case. However, in Cyrillic боққа, тоққа it is phonetic changes *ғ ->қ,* because in dictionary is also *боғ, тоғ (боғ+га)->боққа.*

It may be simple to recognize via the text in the corpus with various examples of word formations. So, employing corpus in language education may be an excellent method in teaching learners to extend their vocabulary, grammatical awareness, and language acquisition of the Uzbek language as a foreign language and these types of technologies make it easier to attract learners and expedite the Uzbek language learning process.

Conclusion

To summarize, above mentioned techniques are founded on the concepts of engagement, trainee involvement, dependence on communal experience, using personal experience so as to practice the language and multimedia, up-to date technologies that assist to learn Uzbek in modern way. The teacher creates a unique educational environment of general educational communication that is distinguished by openness, interaction of participants, equality of their positions and points of view, creation and accumulation of a joint intellectual product, and the possibility of mutual evaluation and control. As a result, such contemporary methods are regarded as the most successful and efficient in today's educational system.

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