



THE PROBLEM IN TEACHING UZBEK LANGUAGE AND PROBLEM SOLVING

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ANNOTATION This research paper evaluates methods of teaching comprehension and expressive reading to Russian-speaking students in Uzbek language classes at higher education institutions. It investigates the existing methods used by teachers and determines their effectiveness in developing receptive and expressive reading skills. The study also analyzes the peculiarities of pronunciation, accent and intonation of Russian-speaking students when reading in Uzbek. It offers tips and methods for improving these skills, including audio-video integration, pronunciation exercises and intonation work.

Key words: Higher education, learning Uzbek language, effectiveness in developing comprehension and expressive reading skills, exercises to correct pronunciation and work on intonation.

АННОТАЦИЯ В данной исследовательской работе оцениваются методы обучения пониманию и выразительному чтению русскоязычных студентов на уроках узбекского языка в высших учебных заведениях. Она исследует существующие методы, используемые учителями, и определяет их эффективность в развитии навыков рецептивного и выразительного чтения. В исследовании также анализируются особенности произношения, акцента и интонации русскоязычных студентов при чтении на узбекском языке. Он предлагает советы и методы для улучшения этих навыков, включая интеграцию аудио-видео, упражнения на произношение и работу с интонацией.

Ключевые слова: Высшее учебное заведение, изучение узбекского языка, эффективность в развитии навыков восприятия и выразительного чтения, упражнения на исправление произношения и работу над интонацией.

ANNOTATSIYA Ushbu tadqiqot ishida oliy ta‘lim muassasalaridagi o‘zbek tili darslarida rusiyzabon talabalarga tushunish va ifodali o‘qishga o‘rgatish usullari baholanadi. U o‘qituvchilar tomonidan qo‘llaniladigan mavjud usullarni ko‘rib chiqadi va ularning retseptiv va ifodali o‘qish qobiliyatlarini rivojlantirishdagi samaradorligini aniqlaydi. Tadqiqotda rus tilida so‘zlashuvchi o‘quvchilarning o‘zbek tilida o‘qishdagi talaffuzi, urg‘u va intonatsiyasi xususiyatlari ham tahlil qilingan. U ushbu ko‘nikmalarni takomillashtirish bo‘yicha maslahatlar

va usullarni taklif qiladi, jumladan, audio-video integratsiyasi, talaffuz mashqlari va intonatsiya ishlari.

Kalit so‘zlar: Oliy ta’lim muassasasi o‘zbek tilini o‘rganuvchi, idrok etish va ifodali o‘qishni rivojlantirish samaradorligi, talaffuzni to‘g‘rilash mashqlari va intonatsiya ustida ishlash.

Introduction. In Uzbek language classes in Russian-language higher education institutions of the Republic of Uzbekistan. Uzbekistan, an important place is occupied by reading educational and fiction texts. They are mainly aimed not only at studying linguistic phenomena, but also at the development of pupils' personality.

personality of pupils. This is facilitated by the content of the text as well as by the pictorial, imaginative and expressive means, imagery and expressiveness of the work. The role of literary reading in formation of students' personality is that it teaches them to perceive, expressively read fiction texts in their second native (state) language language, provide elementary literary training, and help to realize aesthetic and moral education aesthetic and moral education of students, contribute to understanding of the culture of the Uzbek people, its nationality, and its nationality.

Literature Review and Methodology. Taking into account the above-mentioned, it is necessary to make a proper selection of fiction for Uzbek language textbooks. It is necessary to make a proper selection of works of fiction for Uzbek language textbooks, taking into account the peculiarities of perception, correspondences and differences in verse composition in Uzbek and Russian languages. In the currently current textbooks for Russian-language higher education institutions include poems and some excerpts of poetry, poems and some excerpts from prose works. Properly organized both in terms of content and teaching methods, literary reading can best serve as the best way to teach Uzbek and Russian languages. Literary reading can best serve the formation of personality of students. For only reading that is accessible for understanding, aesthetic perception and study, a work of fiction that is accessible to students, that supports their interests can ensure the achievement of this goal. In this regard, it is important the following statements of I. A. Zimnya: “Based on the interests of the student, the level of his knowledge and skills, the teacher (instructor) determines the educational goal of the class and forms, directs and corrects the entire educational process, directs and corrects the entire educational process in order to develop the personality of the student.” “The personal component of the personal-activity approach presupposes that in the process of teaching any educational subject the national, gender, age and sex national, gender and age, individual-psychological, status peculiarities of the student. This consideration is realized through the content and form of educational tasks themselves, through the nature of communication with the pupil, student”. These statements of I. A. Zimneya can be taken as a basis for determining the content of literary training of students, carried out by I. A. Zimneya literary training of students, carried out by selection of literary education content for Uzbek language textbooks

Uzbek language. The conducted analysis of these textbooks allowed us to determine the following cases that lead to difficulties for pupils in understanding the poems: - ignorance of the meaning of more than 10 words in the same poem; - lack of emotional impact due to not understanding at all or misunderstanding of the content of some of the more complex syntactic lines of the poem. Lack of emotional impact due to not understanding at all or misunderstanding the content of some of the more complex lines of the poem; - failure to perceive the meaning put forward in the poem line; - not realizing what the poet wants to say with this poem (the idea of the poem); - failure to understand the essence of the imagery created on the basis of national values of imagery.

If we consider the poems included in the textbook on Uzbek language for 3rd grade, from the point of view of their lexical and grammatical material, we can analyze how accessible they are for children:

1) poems that do not contain new vocabulary, new grammatical material, are accessible for children to comprehension;

2) poems that contain a minimum of new vocabulary and no new grammatical material are also understandable;

3) poems containing new vocabulary, new grammatical material, are difficult to understand independently.

Poems that do not contain new vocabulary, new grammatical material, are easily understood by children, provide easy academic achievement. However, they do not develop the student's personality neither from the point of view of literary training, nor from the point of view of aesthetic and artistic education. Poems containing unfamiliar words, exceeding the minimum, words in figurative meaning, figurative means, etc., are not perceived adequately etc., are not perceived adequately. For example, in the poem “*Murabbo*” (“Jam”) of poet Kambar-at, the word “*topishdi*” is used not in the literal sense of “found”, but in the figurative sense of “came together”: *Olxuri pishdi, Kozonga tushdi, Shakar suv bilan Shunda topishdi*. The plums are ripe, They got into the boiler, Sugar and water. Here they came together. Because of this one because of this one word (topishdi) there is incomplete understanding of the poem, not realizing the intent of the poem, reduces the students' interest in reading. As students develop the skills of “evaluative approach to art phenomena”, evaluation “at the level of aesthetics”, art”, evaluation ‘at the level of aesthetic judgment’ in the second language classes. It is the inaccessibility to perceive the art work that negatively affects the psyche of the student's personality. He develops an unfriendly, irritable attitude to such educational texts. When selecting poetic works should pay special attention to its artistry. Low artistic poem Such texts are dangerous in that the students develop a negative opinion of Uzbek literature. Poems are difficult to perceive even when the imagery in them is provided with the reliance on national values and traditions of the Uzbek people, which require additional comments from the teacher. By the example of such works the student's personality develops on a culturological basis, i.e., when reading them, he/she gets acquainted with the culture and character of the

Uzbek people. gets acquainted with the culture and character of the Uzbek people, their customs, history, etc., While cognizing the life and essence of the Uzbek people, he simultaneously begins to penetrate into the problems of his life. Today I would like to share with you my admiration and respect for one of the most beautiful languages in the world - Uzbek. This magnificent language not only carries wealth of cultural heritage, but also epitomizes the harmony and warmth of the Uzbek people. The Uzbek language, full of colorful words and exquisite expressions, seems to reveal before us a colorful canvas of history and traditions. Its melody and softness, like a song that takes us to the magical world of oriental perception of life. In every word of the Uzbek language sounds pride and wisdom, conveying the richness of the cultural heritage of this great nation. May the Uzbek language always sound as a hymn of love, understanding and harmony between people. In a world where we are surrounded by a diversity of languages and cultures, the Uzbek language stands like a bright star in the heaven of mankind. Let us cherish and appreciate this precious language, which brings a unique glow and warmth to the world. Let every sound of the Uzbek language be a reminder that there is something beautiful and unique in this world. There is something beautiful and unique in this world, which we must preserve and pass on to future generations. The heart of the Uzbek language beats in the rhythm of centuries, carries the wisdom of the older generations and reflects the beauty of the land, which we must preserve and pass on to future generations. Generations and reflects the beauty of the land where it is spoken. It is a language in which every word is like a drop of moisture in an oasis, revitalizing the dry sands of everyday life. He knows how to whisper of love and joy, and to carry through a storm of emotion like the wind on the step.

The Uzbek language is not just a means of communication, but also a magic key to the soul of the people. It reflects history, traditions, beliefs and hopes. When we listen to its melodious sound, we are immersed in a magical world where every expression is like an enchanting song sounding in harmony, an enchanting song, sounding in harmony with the world around us. May the Uzbek language always be a bridge between generations, passing on the bright lessons of the past and inspiring? The future? May its sounds be like delicate silk, uniting people in unity and mutual Uzbek language and its great people, learning the Uzbek language can be an exciting yet challenging journey for speakers of other languages, yet challenging journey for speakers of other languages. This Turkic language, which is the official language of Uzbekistan, has its own unique peculiarities that can cause learning difficulties.

One of the first challenges that learners face is the alphabet. Either the Cyrillic or the Latin script can represent the Uzbek alphabet. This means that learners have to learn new letters and sounds, which can cause misunderstandings when reading and writing words. The grammar of Uzbek is also challenging for many students.

The system of cases, grammatical cases, and the agglutinating structure of words can be confusing. The correct use of endings and suffixes requires careful practice and attention to detail. Phonetics and pronunciation is another challenge. Uzbek contains sounds that may not

be familiar to speakers of other languages. Errors in pronunciation can lead to misunderstandings and make communication difficult.

The vocabulary of the Uzbek language can also cause difficulties due to differences in vocabulary and expressions. Some words and expressions may be completely unfamiliar, which requires extra effort to memorize and understand. Cultural aspects also play an important role. Understanding cultural contexts, traditions, and nuances can be challenging for students, especially for those who do not have experience in communicating with Uzbek native speakers. Proper respect for culture and customs will help avoid misunderstandings and build better relationships with native speakers. Practicing and constantly communicating in Uzbek is also important.

Lack of practice can slow down the process of language acquisition and make it difficult to improve communication skills. The grammar of Uzbek is also challenging for many students. The system of cases, grammatical cases, and the agglutinating structure of words can be confusing. The correct use of endings and suffixes requires careful practice and attention to detail. Phonetics and pronunciation is another challenge. Uzbek contains sounds that may not be familiar to speakers of other languages. Errors in pronunciation can lead to misunderstandings and make communication difficult. The vocabulary of the Uzbek language can also cause difficulties due to differences in vocabulary and expressions. Some words and expressions may be completely unfamiliar, which requires extra effort to memorize and understand. Cultural aspects also play an important role. Understanding cultural

Contexts, traditions, and nuances can be challenging for students, especially for those who do not have experience in communicating with Uzbek native speakers. Proper respect for culture and customs will help avoid misunderstandings and build better relationships with native speakers. Practicing and constantly communicating in Uzbek is also important language. Lack of practice can slow down the process of language acquisition and make it difficult to improve communication skills, your intercultural skills, making you more open to new knowledge and experiences.

To overcome these problems, you should not only pay attention to formal lessons, but also to practicing the language in everyday situations. Formal lessons, but also practice the language in everyday situations. This may include reading books and articles in Uzbek, listening to audio recordings, and speaking with native speakers.

Language exchanges and learning with native speakers can be very helpful. Do not hesitate to ask teachers and specialists in learning Uzbek language for help. They can provide you with tips and advice that can help you overcome the problems you are facing. Therefore, learning the Uzbek language can be a challenge, but it is also a fascinating journey into the world of Uzbek language and culture. The importance of motivation, tolerance and practice. With the right approach and diligence, you can overcome these challenges and master this amazing language. Good luck in your learning and journey in the world of Uzbek language!

History of the Uzbek language: The Uzbek language is a member of the Turkic language family,

and its history dates back to millennia. It formed in the region of Central Asia, encompassing the present-day territories of Present-day Uzbekistan, Tajikistan, Turkmenistan, and neighboring regions. The influence of Iranian and Arabic languages on Uzbek began with the spread of Islam in the 7th century.

Conclusion. The influence of Iranian and Arabic languages on Uzbek began with the spread of Islam in the 7th century. During this period, borrowings from Arabic began to appear in the Uzbek language, borrowings from Arabic and Persian began to appear in the Uzbek language, especially in the area of religious and cultural points. Religious and cultural serious changes in the Uzbek language took place in the 19th and early 20th centuries, when the Russian Empire conquered Central Asia. During this period, the Uzbek language began to interact with the Russian language, which led to the appearance of borrowings and new lexical elements. After the independence of Uzbekistan in 1991, state policy began to promote the development and strengthening of the Uzbek language. This includes stimulating the use of the Uzbek language in education, mass media, and the media.

Language in education, mass media, government institutions and other spheres of society. Uzbek adopted as the official state language of Uzbekistan, and there is even an Uzbek language and there is even a program to switch to the Latin alphabet.

Today, the Uzbek language remains a key element of national identity for the Uzbek people and its development and preservation are important tasks for the country. The Uzbek language continues to interact actively with other languages and cultures, which gives it dynamism and richness. The history of the Uzbek language reflects the complex interaction of different cultures and historical events in the Central Asian region and historical events in the Central Asian region. At present, it is not only a language of communication, but also a key tool in preserving and promoting Uzbek culture and identity.

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