ISSUES OF TEACHING UZBEK AS A FOREIGN LANGUAGE IN ANDRAGOGY

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Abstract: This article discusses the development of phonetic, lexical, grammatical skills, teaching methods, stages and approaches used in andragogy when teaching Uzbek as a foreign language.
Keywords: Andragogical education, language learning, phonetic, lexical, grammar exercises, active, passive, potential vocabulary, levels of foreign language proficiency, elementary level, intermediate level, advanced level.
Rezume: Ushbu maqolada o‘zbek tilini xorijiy til sifatida o‘qitishda fonetik, leksik, grammatik qobiliyatlarini rivojlantirish, andragogikada qo‘llanadigan o‘qitish usullari, bosqichlar va yondashuvlar haqida so‘z yuritilgan.
Tayanch so‘zlar: Andragogik ta’lim, til o‘rgatish, fonetika, leksika, grammatikaga oid mashqlar, faol, nofaol, potensial lug‘atlar, xorijiy tilni egallash darajalari, boshlang‘ich daraja, o‘rta daraja, yuqori daraja.
Резюме: В данной статье рассматриваются вопросы развития фонетических, лексических, грамматических навыков, методов обучения, этапов и подходов, используемых в андрагогике при обучении узбекскому языку как иностранному.
Ключевые слова: Андрагогическое образование, обучение языку, фонетические, лексические, грамматические упражнения, активный, пассивный, потенциальный словарь, уровни владения иностранным языком, начальный уровень, средний уровень, продвинутый уровень.

INTRODUCTION

Every day in our society, attention to andragogy is growing due to the increase in the need and opportunities for people to improve their skills, undergo retraining, acquire new knowledge, and sometimes change their profession. It is known that andragogy, considered a field of adult education, relies on an andragogy model that includes the following principles: students are clearly told why it is important to learn something; topics and exercises depend on the experience of the students; it is better not to start the learning process until a strong motivation is formed; natural and artificial obstacles that interfere with the learning process are eliminated by students on their own, etc [2; 3].

MATERIALS AND METHODS

Preparation of a methodological base for teaching and learning the Uzbek language in andragogical education is one of the problems that are becoming more and more urgent every day. In the process of learning any language, it is important to teach lexical, grammatical and phonetic skills, because this is the main support and construction of language learning.

While lexical skills are important for the student's vocabulary and expression, grammar serves as the "skeleton" that holds these words together. Phonetic abilities are one of the necessary elements that should be paid attention to in the process of developing both abilities.

Language learning mainly consists of a system of exercises, because only exercises lead to an effective way to implement the formative, developmental, health-improving stages in the learning process. We believe that all aspects of language learning are based on lexical competence. Therefore, it is advisable to start each topic with the formation of lexical skills within the framework of the language being studied. Aspects of reading comprehension, listening comprehension, speaking and writing are directly dependent on vocabulary. If this ability is not sufficiently developed, the way to achieve the goal becomes more complicated and takes more time.

The content is expressed and perceived with the help of vocabulary. Therefore, the importance of vocabulary in the process of learning a language is as important as phonetic and grammatical skills. Because it is through the lexicon that both real and imaginary concepts can be expressed.

In the Uzbek language, as in other languages, there are many polysemantic words and the like. Regardless of the form of words, it is necessary to acquaint the learner with their original meaning and active meaning. At intermediate levels, emphasis can be placed on its formality and ambiguity, on its sociality and use in various situations. It is at this stage that sociolinguistic and sociocultural competencies should be formed. To master words, their characteristics, frequency of use, abstractness, accuracy, active, inactive, need for conversation, etc. are taken into account.

There are several ways to increase vocabulary when teaching a second language: teaching vocabulary as a separate skill; teaching vocabulary through text; teaching vocabulary by analyzing audio-video materials; teaching vocabulary in a communicative form.

Depending on each level, the number of dictionaries given in one subject is determined. The minimum vocabulary for 1 subject for level A1 is about 80 words and phrases. The minimum number of vocabulary words for each subject at level A2 is 120. Depending on the levels, these numbers increase to 50-80. Each topic consists of 2-3 lessons. Each language lesson serves to introduce and teach the use of vocabulary.

In teaching a foreign language, exercises in every aspect go from simple to complex. Although the assessment process is based on aspects of reading comprehension, listening comprehension, speaking and writing, the learning process serves to develop skills such as vocabulary, reading comprehension, grammar, listening comprehension, speaking and writing and culture. Accordingly, exercises are divided into such types as formative, developing, improving.

We will continue the disclosure of ideas using the example of the textbook “O‘zbekona. A2” [4]. In order to enrich vocabulary, teach grammar, develop oral and written skills, the textbook uses the following types of exercises:

Vocabulary work: complete the picture with words; listen, repeat and check; connect words and make combinations; looking at the picture, complete the sentences; read, explain what you understand; answer the questions; read the text, make questions to it; read and compare; mark correct and incorrect answers; mark/match antonyms/synonyms; using text, describe…; match the highlighted/underlined words with their meanings/pictures.

Grammar tasks: arrange the appropriate suffixes; continue the sentences; Fill the table; make combinations with the following words; find and correct incorrectly applied endings.

Listening: listen and mark the appropriate pictures; listen and fill in the blanks; listen again and mark the correct answer; communicative situational exercise.

Speaking: answer the questions; mark the appropriate words; enrich our speech; complete the dialogue; work in pairs; ask a friend; describe the picture; write a story about the picture.

Writing: find and correct errors in the text; listen and write (dictionary dictation); write the text according to the model; create a sample document; Fill the table; write answers to questions; write an essay on the topic.

The initial level of language learning is important and is responsible for developing listening comprehension skills. At this level, not only the base of listening skills is formed, but also other related skills. Listening skills include: recognizing sounds, building pronunciation, and applying skills learned from speaking and reading aloud. In the process of studying sounds, the study of vocabulary and grammar is carried out simultaneously.

The processes of working with sounds continue even at the middle and higher stages of language learning. It is difficult to maintain phonetic skills when the student is away from the language environment he is learning. Therefore, constant repetition and listening to more authentic sources related to the language is recommended. In this case, the main task is to maintain and

improve existing skills. The role of the teacher in the process of correct pronunciation of students is invaluable. In addition to providing motivation in this process, the teacher is responsible for the correct pronunciation, rhythm, intonation of students, listening to authentic educational audio recordings, broadcasting various (even dialectal) pronunciations of a living language, introducing them into an environment understandable to everyone. Starting from the intermediate level, it is desirable to use audio recordings, broadcasts, radio recordings of different dialects, read microtexts, dialogues, poems, listen to find mistakes, understand the relationship through intonation, recognize words by ear, learn to memorize them and use them later.

In the process of learning a language, mastering grammatical skills is the strongest support for a firm grasp of the language structure. There are different ways of teaching grammar at different levels. When converting grammatical phenomena into skills, the following groups are distinguished: 1) grammatical phenomena taught by the lexical method; 2) studied at the lexical and grammatical level; 3) data in a grammatical-lexical style; 4) purely grammatical events. Grammatical units studied at the lexical and lexico-grammatical levels are used in teaching the Uzbek language at the elementary level A1. That is, grammatical units are taught in the form of a structure suitable for vocabulary, and not on the basis of a specific system. For example: noun + noun, noun + noun, noun + noun + possessive, noun + noun + verb, adjective + noun, etc. At level A2, the grammatical units of the Uzbek language necessary for colloquial speech are taught, that is, special attention is paid to the formation skills in the form of vocabulary and grammar and the development of existing skills. The following table shows the sequence of some of the grammar topics given in the O‘zbekona textbook. A2":

affixes -day, -dek, -ning
affixes -dan - gacha, -da
Past tense of the verb, affix -ni
Verbal noun, affix -da
Affixes -li, -siz, -roq, -ga (-ka,-qa)
Modal words kerak, lozim, shart, verb imperative
Present tense of the verb
Form -moqchi bo‘lmoq
Forms qila olmoq, -dan oldin, -dan keyin
Future verbs [4]

RESULTS AND DISCUSSION

As the level increases, the student's grammatical errors increase. This process is opposite to lexical and phonetic skills - as the level of lexical and phonetic skills increases, the number of errors decreases. In grammar skills, the number of errors increases.

At the intermediate level, the student understands the structure of sentences, can compose sentences and texts, but needs special grammar. Now the student will often confuse the grammatical units he has learned. Therefore, it is necessary to systematically study grammar at this level. Intermediate vocabulary is necessary to enrich the base of phraseological units and units of speech etiquette, therefore it is effective to organize classes in the grammatical-lexical style at the middle level. Of course, the system of exercises is also important in the development of grammatical skills. That is why, in order to master each grammatical topic, it is necessary to perform at least four exercises: introductory, teaching, developing and strengthening exercises. At the level B2, C1, grammatical exercises proper are used, that is, exercises that require the conscious performance of a grammatical task. Grammatical phenomena taught by the lexical, lexico-grammatical, grammatical-lexical method at the initial, i.e. at levels A1, A2 and intermediate B1, are taught easier and without complicated rules. Grammar teaching involves using one's experience in two languages (mother tongue and target language). It is somewhat difficult for students to

acquire grammatical phenomena that are not found in their native language, and the teacher needs to focus on repeating such topics over and over again when doing repetition or activation exercises for new material.

CONCLUSION

In conclusion, it is important to note that in order to improve the process of teaching Uzbek as a foreign language in andragogical education, it is necessary to develop a scientific basis for the development of phonetic, lexical and grammatical abilities of students and, as a result, enrich the methodological base of education, providing an integrated approach to work.

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