ONA TILI DARSLIKLARDAGI MASHQLARNING TILI

Madinaxon To'ychiyeva Sherquzi qizi
O'zbekiston Davlat Jahon Tillari Universiteti Talabasi
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ANNOTATSIYA

Mazkur maqolada ona tili darsliklarida berilgan mashqlarning til xususiyatlari lingvodidaktik nuqtayi nazardan tahlil qilingan. Mashqlarning mazmuni, uslubiy tuzilishi, leksik va grammatik jihatlari hamda ularning o‘quvchilarning og‘zaki va yozma nutqini rivojlantirishdagi o‘rni yoritilgan. Shuningdek, mashqlar tilining sodda, ravon va adabiy til me’yorlariga mos bo‘lishi ta’lim sifati hamda o‘quvchilarning kommunikativ kompetensiyasini shakllantirishdagi muhim omillardan biri ekanligi asoslab berilgan. Tadqiqot natijalari ona tili darsliklarini takomillashtirish va mashqlarni zamonaviy pedagogik talablar asosida ishlab chiqishda muhim ilmiy-amaliy ahamiyat kasb etadi.

ABSTRACT

This article analyzes the linguistic features of exercises included in Uzbek language textbooks from a linguodidactic perspective. It examines the content, stylistic structure, lexical and grammatical characteristics of the exercises, as well as their role in developing students’ oral and written communication skills. The study emphasizes that the language of textbook exercises should be clear, coherent, simple, and consistent with the norms of the standard literary language. Such qualities are essential for improving the quality of language education and fostering students’ communicative competence. The findings of the research provide valuable theoretical and practical insights for improving the design of language textbooks and developing exercises that meet modern educational requirements.

KALIT SO’ZLAR

Ona tili darsliklari, mashqlar tili, lingvodidaktika, kommunikativ kompetensiya, nutqni rivojlantirish, adabiy til me'yorlari, ta'lim metodikasi, darslik tahlili, til ta'limi, o'quv mashqlari.

KEYWORDS

Mother tongue textbooks, language of exercises, linguodidactics, communicative competence, speech development, literary language norms, teaching methodology, textbook analysis, language education, learning exercises.

KIRISH

Til inson hayotining barcha jabhalari bilan uzviy bog‘liq bo‘lib, jamiyatda muloqot va axborot almashinuvining eng muhim vositasi hisoblanadi. Tilni mukammal egallamasdan turib, shaxsning ijtimoiy hayotdagi faol ishtiroki hamda jamiyat haqidagi to‘liq tasavvuri shakllanmaydi. Shu sababli ona tili ta’limi yosh avlodni har tomonlama barkamol, mustaqil fikrlaydigan va jamiyatda o‘z o‘rniga ega bo‘lgan shaxs sifatida tarbiyalashda muhim ahamiyat kasb etadi. Maktabda ona tilini fan sifatida o‘qitish nafaqat til bilimlarini shakllantirish, balki uning tarbiyaviy imkoniyatlarini ro‘yobga chiqarish, o‘quvchilarda nutq madaniyati va muloqot ko‘nikmalarini rivojlantirishga xizmat qiladi. O‘quvchilar tilning ijtimoiy vazifasini anglagan holda, og‘zaki va yozma nutqning boshqalarga ta’sir ko‘rsatish hamda fikr almashish vositasi ekanligini chuqur tushunishlari zarur.

INTRODUCTION

Language is inseparably connected with every aspect of human life and serves as the primary means of communication and social interaction. Without a strong command of language, it is impossible to develop a comprehensive understanding of society or to participate actively in social life. Therefore, mother tongue education plays a vital role in raising young people as responsible,

intellectually developed, and socially active citizens. Teaching the mother tongue as a school subject is not limited to developing linguistic knowledge; it also enhances students' moral, cultural, and communicative competencies. Students should recognize the social significance of language and understand that speaking and writing are not merely personal activities but essential tools for expressing ideas, exchanging information, and communicating effectively with others.

ASOSIY QISM

Ona tili darsliklarida berilgan mashqlar o'quvchilarning nazariy bilimlarini mustahkamlash bilan birga, ularning nutqiy kompetensiyasini rivojlantirishga ham xizmat qiladi. Shu sababli mashqlar tili sodda, aniq va o'quvchilarning yosh xususiyatlariga mos bo'lishi zarur. Mashq topshiriqlari murakkab ilmiy terminlarga boy bo'lmasdan, o'quvchining mustaqil fikrlashiga yo'naltirilgan bo'lishi maqsadga muvofiqdir. Darsliklarda "aniqlang", "taqqoslang", "izohlang", "gap tuzing", "matn yarating" kabi topshiriqlarning qo'llanishi o'quvchilarni faqat qoidani yod olishga emas, balki uni amaliy nutqda qo'llashga undaydi. Natijada mashqlarning tili ta'lim jarayonining muhim didaktik vositasiga aylanadi.

Mashqlar tilining samaradorligi ularning mazmuni va til birliklarini tanlash bilan ham belgilanadi. Masalan, darsliklarda omonimlarni o'rgatishda o't so'zining turli ma'nolarda qo'llanishi orqali o'quvchilarda leksik hodisalarni farqlash ko'nikmasi shakllantiriladi. Bunday mashqlar nafaqat yangi bilim beradi, balki o'quvchini fikrlashga, so'z ma'nolarini kontekst asosida tahlil qilishga ham o'rgatadi. Shuningdek, mashq topshiriqlarining qisqa va tushunarli ifodalanishi o'quvchilarning vazifani to'g'ri anglashiga hamda uni mustaqil bajarishiga imkon yaratadi.

Fonetikaga oid mashqlarda ham topshiriqlar tili o'quvchilarning bilish imkoniyatlariga mos ravishda tuziladi. Masalan, o'n – un – in – en yoki il – ich – iz – in – ish kabi misollar asosida tovushlarning farqlanishi va ularning ma'no hosil qilishdagi o'rni tushuntiriladi. Bunday mashqlar orqali o'quvchilarda fonematik eshitish, to'g'ri talaffuz qilish hamda so'zlarni tahlil qilish ko'nikmalari rivojlanadi. Mashqlarda qo'llangan sodda va ravon til esa nazariy bilimlarni oson o'zlashtirishga yordam beradi.

Grammatik mashqlarda ham topshiriqlar o'quvchilarni bosqichma-bosqich murakkabroq nutqiy faoliyatga olib boradi. Dastlab "Samolyot uchdi", "Traktor yurdi", "Ishchi ishladi" kabi sodda gaplar orqali gapning tuzilishi o'rgatiladi. Keyinchalik ushbu gaplar ikkinchi darajali bo'laklar bilan kengaytirilib, bog'lanishli nutq hosil qilishga yo'naltiriladi. Bunday mashqlarning tili sodda bo'lishiga qaramay, ular o'quvchilarning mantiqiy fikrlashi, gap qurish va o'z fikrini izchil ifodalash ko'nikmalarini rivojlantirishda muhim ahamiyat kasb etadi.

Shuningdek, darsliklardagi mashqlar tili o'quvchilarning lug'at boyligini kengaytirish va nutq madaniyatini shakllantirishga xizmat qiladi. Sinonim, antonim, ko'p ma'noli va uyadosh so'zlarga oid mashqlar o'quvchilarni so'zlarni o'rinli tanlashga, ularni nutq vaziyatiga mos qo'llashga o'rgatadi. Natijada o'quvchilar nafaqat grammatik qoidalarni o'zlashtiradilar, balki og'zaki va yozma nutqda adabiy til me'yorlariga rioya qilish malakasini ham egallaydilar. Demak, ona tili darsliklaridagi mashqlarning tili ta'limning asosiy maqsadi bo'lgan nutqni rivojlantirish, kommunikativ kompetensiyani shakllantirish va o'quvchilarning mustaqil fikrlash qobiliyatini takomillashtirishga samarali xizmat qiladi.

MAIN PART

Exercises in mother tongue textbooks play a significant role in strengthening students' linguistic knowledge and developing their communication skills. Therefore, the language used in these exercises should be clear, concise, and appropriate to students' age and cognitive abilities. Exercise instructions such as identify, compare, explain, analyze, and compose encourage learners not only to memorize grammatical rules but also to apply them in real communication. As a result, the language of textbook exercises becomes an effective tool for developing independent thinking and practical language use.

The effectiveness of textbook exercises also depends on the selection of language materials and examples. For instance, when teaching homonyms, students analyze words with identical forms but different meanings, such as the Uzbek word o't. Such activities help learners distinguish lexical meanings through context and improve their analytical thinking. Similarly, phonetic exercises using examples like o'n – un – in – en enable students to recognize sound differences, improve pronunciation,

and develop phonemic awareness. The use of simple and well-structured instructions allows students to understand and complete these tasks independently.

Grammar exercises are designed to develop students' sentence-building and writing skills step by step. At the initial stage, learners work with simple sentences such as "The airplane flew," "The tractor moved," and "The worker worked." Later, these sentences are expanded with additional sentence elements to create more meaningful and coherent texts. In addition, vocabulary exercises involving synonyms, antonyms, and polysemous words enrich students' lexical competence and help them use words accurately in different contexts. Thus, the language of exercises in mother tongue textbooks contributes not only to grammatical competence but also to the development of coherent speech, communicative competence, and language culture.

XULOSA

Xulosa qilib aytganda, til o‘rganish jarayonida mashqlardan to‘g‘ri va samarali foydalanish o‘quvchilarning til ko‘nikmalarini rivojlantirishda muhim ahamiyat kasb etadi. Til mavzusiga mos ravishda tuzilgan mashqlar nafaqat grammatik qoidalarni mustahkamlashga, balki yangi so‘zlarni o‘zlashtirish, fikrni aniq ifodalash va muloqot qilish qobiliyatini shakllantirishga yordam beradi. Turli xil mashq turlaridan foydalanish o‘quvchilarning darsga bo‘lgan qiziqishini oshiradi hamda o‘quv jarayonini yanada samarali va interaktiv qiladi.

Shuningdek, mashqlarni tanlashda o‘quvchilarning yoshi, bilim darajasi va ehtiyojlarini hisobga olish muhimdir. Mazmunli va maqsadga yo‘naltirilgan topshiriqlar orqali o‘quvchilar tilni faqat nazariy jihatdan emas, balki amaliy jihatdan ham o‘zlashtiradilar. Demak, yaxshi ishlab chiqilgan til mashqlari ta’lim samaradorligini oshirish, mustaqil fikrlashni rivojlantirish va o‘quvchilarda barqaror til kompetensiyasini shakllantirishning muhim vositalaridan biridir.

CONCLUSION

In conclusion, the effective use of language exercises plays an essential role in developing learners’ language skills and improving the overall learning process. Exercises that are carefully designed according to the language topic help students strengthen their grammar knowledge, expand their vocabulary, and develop their ability to use the language in real communication. A variety of well-structured activities can increase students’ motivation, encourage active participation, and make language learning more interesting and productive.

Moreover, when selecting and creating exercises, it is important to consider learners’ age, level of knowledge, and individual needs. Meaningful and goal-oriented tasks allow students to understand language rules not only theoretically but also apply them in practical situations. Therefore, effective language exercises serve as an important tool for improving educational outcomes, developing independent thinking, and building strong language competence among learners.

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