

The Content of Improving the Methodology of Teaching Native Language Syntax on the Basis of Modern Technologies

S. Kh. Ruziyeva

Senior Lecturer, Department of Preschool Education, Pedagogical Institute, Bukhara State University

Abstract. This article talks about the methodology of teaching simple sentences in the syntax section based on modern pedagogical technologies. Also, the methods of explaining simple sentences in the most convenient and optimal way are shown. The given theoretical knowledge is proved on the basis of examples.

Key words: education, method, method, syntax, native language education, higher education, modern technology, simple sentence, optimal, theory, practice.

The modern methodological science of teaching in secondary school is also based on the theoretical conclusions of cognitive linguistics, psychology and the relatively young science of psycholinguistics, which arose in the late 1950s, the subject of which is “linguistic personality, features and ways of expressing the mental functions of consciousness in the speech behavior of the speaker/writer. The fact that linguistics is today an interdisciplinary field of research encourages methodologists to look for new models of teaching the Russian language. That is why, when teaching the syntax of a complex sentence, we use a linguocognitive approach. The linguocognitive approach integrates the main provisions and principles of the leading trends in methodological science.

In the work on teaching the syntax of a complex sentence based on a linguo-cognitive approach, we rely on the categories of cognitive science: the student's cognitive space (its constituent components) and linguistic aspects: language units, with the help of which images-representations are designated. Thus, the linguocognitive approach defines we share as an integrating approach in modern methodological science, based on the theoretical achievements of cognitive science and linguistics. In the methodological science of teaching the Russian language, we find the practical application and theoretical justification of the linguocognitive approach in the works of L.P. Sychugova. According to L. P. Sychugova, “linguo-cognitive approach, being a system-forming basis for the development of speech, includes a cultural approach that considers educational concepts in the context of world culture” The scientist-methodologist approves the linguoculturological approach to teaching speech in the context of art. One of the fundamental ideas of this technique - attention to internal speech activity, the mechanisms of speech production - is implemented in the "Explanatory and compatible dictionaries of art", compiled by L.P. Sychugova. Based on the

theory of linguistics and psycholinguistics, L.P. Sychugova defines the work of a teacher in teaching a language in two areas:

- 1) creation of conditions for the interaction of sensory, intellectual and speech activity;
- 2) finding out at which of the stages of translating the internal code of thought into the external, verbal layer the student experiences difficulty and how to help overcome it;

Following L.P. Sychugova, we consider the cognitive process “as a set of actions: the form of images; b) conscious mental actions when fixing (coding) the received information in one’s own mind with the help of signs...” [4]. In the work on teaching the syntax of a complex sentence in the light of the linguocognitive approach, we put forward three main stages that correspond to the structure of the cognitive process defined by L.P. Sychugova. The linguo-cognitive approach is implemented through a phased (from 5th to 10th grade) assimilation and deepening of knowledge about the language, in particular about syntactic units, which contributes to the improvement of schoolchildren's speech. Linear, consistent acquaintance with the features of the forms and structure of language units corresponds to the principles of a systematic approach. In the work on teaching the syntax of a complex sentence in the light of a linguocognitive approach, we are based on the priority “shift of emphasis from theoretical, linguistic assimilation of grammatical forms to practical, functional assimilation” [6]. The study of the theoretical aspects of the language following the speech development of schoolchildren makes it possible to take into account the “zone of proximal development” of students. The work on teaching the syntax of a complex sentence in the light of the linguocognitive approach is carried out in several stages, at each of which certain methodological tasks are solved by means of appropriate methods and techniques implemented in the system of exercises. Let's take a look at the steps.

STAGE I: mental (grades 5–7)

At this stage, we turn to the emotional sphere of the student; to the expansion of the subjective picture of the world; enrichment of the concept sphere with various images-representations; development of the internal lexicon. At the same stage, the introduction of the main linguistic concepts of the section “Syntax. Punctuation” and propaedeutic work with complex sentences. We organize the educational process based on various types of perception. To create a cognitive structure in the mind of a student, a teacher should observe the dialectical unity of rational and sensual forms of thinking. Appeal to the emotional sphere of students is carried out through the analysis of works of art, memories and personal experiences, which contributes to the emergence of certain images-representations that correlate with their own feelings caused by communication with a work of art, with friends, with oneself yourself, etc. We take into account that as a result of emotional experiences, a need arises to convey images to an interlocutor or reader. This need is formed into a thought, which is recoded into verbal language with the help of linguistic units. The initial stage of teaching the syntax of a complex sentence in the context of a linguocognitive approach is a systematic work aimed at enriching the concept sphere of students and, consequently, at developing their internal lexicon with the corresponding nominative units of the language.

II STAGE: reinforcing (grades 8–9)

The work of the second stage is aimed at consolidating the acquired extralinguistic and linguistic knowledge, at the implementation of practical skills in the field of syntax at the

level of the intellectual sphere: the representation of the acquired knowledge about the surrounding reality through non-verbal (diagrams, drawings, tables) and verbal forms. Here we call the method of conceptualization as the leading method. The essence of the method lies in understanding the information coming from outside, its non-verbal and verbal designation [7]. The images of objects and situations are individual for each person, which is why in the proposed methodology we take into account not only communicative conditions, but also personal factors. III STAGE: creative (grades 10–11)

The final stage is aimed at the implementation of the creative principle aimed at the independent activity of students in structuring their own complex syntactic constructions that meet the criteria and goals of a particular speech situation, as well as creating their own texts that meet the stated requirements. Let us illustrate the operation of this stage in more detail. Here the leading role is given to exercises based on the analysis or generation of the text.

Reception of interpretation (on the example of the analysis of current hundred I. S. Shmelev "Summer of the Lord")

We learn to determine the communicative intention of the author of the text. We pose the following questions to the students: what was the author of the text trying to achieve, what was his goal (to tell, inform, describe, characterize, prove, convince, ask, encourage, etc.). In this regard, we begin work with a speech analysis of the situation of communication, recorded in any text, according to the scheme: who? to whom? about what? why? why? where? (speaking, writing). Gradually, the student will learn to better understand the interlocutor, even his hidden intentions, learn to read "between the lines".

For example, depicting Russia, where everything is wonderful, fabulous, magical, the author uses a variety of syntactically rich constructions: one-part, incomplete simple sentences, complex ones with various types of connections.

Here he contrasts Russia with a foreign and cold country:

Do you know snow? Here he - rarely, falls out - and melted. And what trees! This goodness in Russia as much as you want. Not like here - stamens.

Shmelev writes vividly.

➤ Transmits tactile sensations:

At our Christmas tree ... as it warms up, spreads its paws, - a thicket. There used to be a forest on Theater Square. They stand in the snow. And the snow will fall - lost the road! <...> Until the night you walk in the Christmas trees.

And the frost is getting stronger. Frosty Russia, but ... warm!

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