

## FOREIGN LANGUAGE TEACHING AND MOTHER TONGUE

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### ABSTRACT

Language learning is one of the most important areas of human society. Language as a means of communication can be practiced in a natural environment (family, community) or in an organized way (in class). Knowledge of linguistic phenomena is studied theoretically. In today's world of international relations, knowledge of the language, especially multilingualism (polyglossia), is of great importance. Pupils and students studying in the Republic of Uzbekistan usually learn three languages. "Most of our intelligent young people speak three languages." These languages are referred to in educational theory by special names: mother tongue, second language, and foreign language.

**KEYWORDS:** Foreign language, native language, methodology, language learning, student, teacher, school, lesson, students

### INTRODUCTION

Mother tongue is the first language that plays a special role in the formation of thinking. According to psychologists, "thinking is verbal", that is, thinking is closely related to the word, the word is the expression of the concept. Concepts acquired in the context of native language words are embodied in the sound and written representation of words in another language during the study of a second or foreign language. The mother tongue, the second language, and the word studied in a foreign language (for example, non - khleb - bread) are three in number, but the concept formed in their expression is unique: „ kneading dough from flour products, baking in an oven, stove or gas, closing food, something necessary for survival ”. So, according to linguists, the concept is a universal, international phenomenon, and the phonetic and graphic representation of the word is national. The student / student connects the concepts formed in his / her own language with the words of the other language being studied. when it comes to a second language, it is considered the language of brothers and sisters of other nationalities, neighbors. It is well-known that language is an invaluable tool for people to get to know each other, respect each other and make friends. For students of other languages in secondary and higher education, the second language is Uzbek. A foreign language is the language of a foreign country. Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Urdu, Persian, Chinese, Indian) are taught in our country. They are included in the curricula of educational institutions. The process of teaching three languages is different: first, thinking is formed in the mother tongue, and learning another language is associated with a sense of their phonetics, vocabulary, and grammar; second, the learning process begins with the mother tongue, followed by a second language and, finally, a foreign language; third, the mother tongue and the second language are learned in a natural state, and the foreign language is learned in an artificial environment. Communication in a foreign language takes place mainly under the guidance of a teacher in the classroom.

In Uzbek schools, it is useful to think about the experience of the mother tongue and the second language, as well as the integrated language experience gained from the foreign language being studied. The rules of mother tongue and second language education have a systematic (organic) linguistic content. Because the practical study of the language in a natural environment and the amount of time (hours) allocated to it allows you to give perfect rules. The rules of foreign language teaching conditions (artificial environment and allocated. Few hours) confront the problem of simplification and reduction of the number. The unity of language, on the one hand, is perceived by the senses, and, on the other hand, is only the product of thought, the result of a logical process.

Action, in turn, consists of operations. An operation is a means to an end. An operating system is a model of action, an algorithm for performing it. There is no need to confuse rules with algorithms in language teaching methods. An algorithm is a clear instruction to perform simple operations in a specific sequence. Any algorithm is a rule, but any rule is not an algorithm. It is better to call a rule a set of instructions or

generalizations that are usually used in the process of developing spoken grammatical skills. The rule of a foreign language is a means of facilitating the acquisition of speech activity, the rule is divided into two in terms of mastering the speech material: Rule - generalization (after studying the material in speech) and rule - instruction (before studying the material). In terms of application, it is useful to divide the rule into three groups: 1) verbal rules (defined by words): a) written in the textbook (verbal-graphic rule) and b) rules issued by the teacher or students. These can be called verbally defined rules; 2) visual rules (rules without words, without descriptions): diagrams, tables and symbols (eg S + P + O); 3) rule - analogy (having a "rule", e.g., noun, adjective, sentence, denoting a certain linguistic concept and law, involuntarily by students without the help of a word or any symbol, or according to their own language experience, concepts expressed in terms such as cut or word order in a sentence, foreign language laws denoting phenomena of word formation, etc.) There are three levels to the content of a rule: 1) the initial or primary rule (any fact of a linguistic phenomenon, e.g., the 3rd person singular form of a modern verb); 2) secondary or comparative rule - (a) one-sided comparison, e.g. the construction of the 3rd person singular and other personal forms of the English modern verb, (b) comparing the two volumes a; 3) the final rule - systematization, (a) generalization of all forms of any event - partial systematization, for example, the tense of the present tense in all forms, (b) generalization of all events at this stage - programmatic systematization, e.g. verbs are used in three syllables, and (d) to generalize all the linguistic phenomena learned in a foreign language course - a relatively complete systematization.

All three levels of rules are based on school language material and do not serve a linguistic purpose, such as systematizing the language. The rules of foreign language events differ from the native or second language in that they are given in the mother tongue, not in the foreign language studied by the students, are not memorized, are not written in notebooks, and are not requested separately.

Summarizing the knowledge of modern linguistics, the following definition can be proposed: "Language education" means the scientific field of teaching monolingualism, bilingualism - multilingualism and multilingualism - polyglossia. According to this definition, regardless of which language, under what circumstances, for what purpose and how it is taught, there is a commonality in the laws of language education. For example, speaking, listening, reading, and writing skills do not depend on the status of the language. It is well-known that these types of speech activities are studied in the native language, second and foreign languages. Speech skills and language theory are studied in language subjects. All three differ sharply in terms of the ratio of practical skills and theoretical knowledge. Abstracts of the status of the rule in the native language are given as the basis of linguistics. In a second language (Uzbek or Russian), the importance of speech seems to be stronger than in theory, but the rules are no less. In a foreign language, rules (abstracts) are practical and are guidelines for the formation of skills. In terms of the balance of rules and speech, mother tongue education requires in-depth scientific and methodological research. Let's take a brief look at the commonalities and differences in the teaching of different levels of language.

Mother tongue teaching. It is well-known that a child learns his mother tongue in the living environment, which means that he learns the language in the family, in kindergarten, and directly among people. Through the mother tongue, the child's thinking is formed, he perceives the environment through the mother tongue, and communicates with others. It is clear from the meaning of the term mother tongue that it is the language taught by the mother. In Russian, native language is the language of one's relatives, the language of one's relatives. Both the mother tongue and the "native language" are given verbatim in English: mother tongue, native language. In other languages it corresponds to "mother tongue": isp. *lingua materna*; nem. *Muttersprache*; fr. *langue maternelle*; mother tongue of tajik language and so on.

In the study of the mother tongue by analogy, there is an analogy, the student learns as he understands and creates sentences (and words) similar to what he knows. That's why a lot of strange things happen in a child's speech, and we see a product that is alien to the rules of language. Lack of understanding of figurative meanings also indicates that the child's speech is one-sided. The more experience you have in your native language, the fewer the mistakes and the fewer the mistakes.

No matter what level a language is studied, speech in that language is not without flaws and defects. The reasons for this are studied in the methods of teaching the native language and other languages. Here are some examples. Preschoolers learn their mother tongue in an unorganized way, that is, in a non-methodical environment. Learns by saying what he hears. As a result, some defects in the child's speech become

permanent. There are dozens of mistakes that can be made, such as not using words correctly, mispronouncing sentences, or not expressing ideas consistently. If you know the language of a neighbor or other person in the neighborhood (or hear it on the radio / television), it is a common mistake to add foreign words to the native language.

In recent years, some Uzbek words have been misused not only in children's language, but also in adult speech, and even in the media: excellent (meanings like beautiful, good, likes have disappeared), no words (okay, I get it, it's used instead of like okay) and so on. It is obvious that the Uzbek language is among the "weeds". There is a need to take measures to protect the state language. There is no doubt that the relative purity of the mother tongue has a positive effect on the inner world of the speakers. Consequently, at school. In the family-community, free, fluent, and clear expression of one's content in one's own language should be seen as an integral part of morality. Culture begins with language, and through language, its higher and lower levels are ensured. It is the sacred duty of every native speaker to seek, study, analyze, correct and purify the causes of the violation of the norms of the mother tongue. Here are some of the shortcomings:

- 1) The negative impact of the public speaking environment;
- 2) Children and parents do not read fiction in their own language;
- 3) the general public is unaware of research on speech culture;
- 4) listening to / watching movies on TV / video / radio instead of reading books;
- 5) spiritual life lags behind material life;
- 6) lack of model speech for children;
- 7) insufficient development of methodological issues of mother tongue teaching, etc.

Muddao is to draw public attention to the improvement of mother tongue education and speech culture, as well as to the careful development of teaching methods. An in-depth study of the purpose, content and methods of mother tongue education is a requirement of today. It is well-known that in the process of teaching, it takes more effort and time to acquire knowledge of the language than to develop it. Linguistic information, unfortunately, is given priority. Conversely, if more attention was paid to the development of speech skills and competencies, the interest would increase significantly. The mother tongue curriculum should clearly state the intermediate (grade-by-grade) and final indicators of speaking skills and theoretical knowledge. It has become a requirement of the time that the list of speech patterns in the grammatical structure of the native language be at the service of students, grammar and other rules (theoretical knowledge) are carefully registered with a minimum of care. All of this is part of the curriculum. It is desirable that the words "Arabic", "Persian", "European", "foreigner" be included in the school dictionary according to the methodological criteria, and their etymology should be developed in the upper grades. Many lexicological and lexicographic phenomena, such as synonymy, antonymy, homonymy, polysemy, phraseology, give good results if they are practiced in the native language, and then theoretically. There are many measures to be taken in the methodology. The time has come for them to be developed by true experts in the native language. In short, from the point of view of language education, a systematic approach to the teaching of the mother tongue can be taken to a higher level.

Only a person with a normal command of the mother tongue can easily learn a second and other (non-native) language, otherwise other languages will inevitably be difficult. Teaching a second language. Any language studied next to the mother tongue is considered secondary. There are some difficulties in studying it. There are cases when the first language, which has been mastered before, helps (transposes) or interferes (interferes). On the other hand, a second language, in turn, has a negative or positive effect on the mother tongue and the foreign language being studied. Therefore, the methodology of teaching a second language, as well as the mother tongue, should be "passed" through the general theory of linguistics. The second language methodology is analyzed through the concepts of teaching conditions, goals, content, methods in language teaching. The only positive thing about the conditions is that in the natural environment, the language of the neighbor, the neighbor, the "friend" is studied. Learning her language is a symbol of friendship. The media is always ready to serve second language fans. Organizational second language learning also has a number of benefits, and the goals are clear. Learning Outcomes: Speech skills and linguistics. It is in the interests of different educational institutions to have programming requirements in this language. It is recommended to combine the goals of mother tongue and foreign language teaching with the goals of the second language. The problem of second language education content is well developed internationally. Therefore, learning a second language can be coordinated internationally. Learning a second language is closer to your mother tongue. There is an opportunity to learn the content of education outside the classroom. It is natural for the material to

be learned involuntarily quickly and thoroughly. Acquisition of this language can even reach the level of a second mother tongue (of course, this is a conditional term, because the mother is one and the other can be a stepmother).

Among the methodological literature on language teaching published abroad and in our country, there are many on the teaching of second languages. Thus, the elaboration of problems, the existence of conditions and the presence of desire open the way to the acquisition of this language. The study of a second language requires reliance on experience in the native language and, in turn, its impact on foreign language acquisition. 'tkazadi. Teaching a foreign language. In language teaching, a foreign language subject acts as a filter. The material and speech skills of the previously learned language are passed through a foreign language "filter". There are two types of language events that can be passed and those that cannot be missed: the past that helps and the past that does not. The essence of this consideration is that the foreign language teacher takes into account the language experience of students (language experience is a three-component methodological concept of the native language, second language and foreign language, speech, language material and language rules). In solving the problems of education, the growth of general, special and comparative methods of teaching a foreign language will be significant. Because the process of learning a foreign language is a reflection of the language experience gained first. It also clearly shows the goals achieved, the content mastered and the method of teaching used. Information on comparative methods of teaching a foreign language and information on language education (mother tongue, second language). The whole "Language Education" is formed.

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