

THE USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING PROPER NOUNS

OLLOYOROV QUVONDIQ



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(study-methodological manual)

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This manual contains methodological recommendations on effective methods of teaching the subject "Modern Uzbek literary language" to school-age students on the proper nouns in accordance with the requirements of the State Educational Standards.

This textbook was considered by the Council of the Faculty of Philology of UrSU and recommended for publication.

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INTRODUCTION

Relevance of the topic. Thanks to independence, a period of renewal and development has begun in our country, and social life is rapidly entering the path of development in line with international standards. Huge reforms are being carried out in all sectors of the economy, including education.

The implementation of guidelines and instructions on "Development of education and science" set out in paragraph 4.4 of the 5 priorities of the "Action Strategy for the Development of the Republic of Uzbekistan for 2017-2021" put forward by President Sh.M. Mirziyoyev is becoming increasingly important. As a result of independence, new research in linguistics has emerged.

From the first days of independence, our country began to pay serious attention to the education of the younger generation. The adoption of the Law on Education and the National Training Program is the most important step in this process. With the adoption of the National Training Program, the requirements for a modern specialist within the framework of state educational standards have been strengthened. The ability to supplement and update independent knowledge is part of the qualities of a well-rounded person - to do research, to make new decisions, to be creative, to think independently.

This means that the use of new pedagogical technologies in the teaching process, the methodological directions and the importance of developing new teaching methods are becoming increasingly important. At the same time, serious attention is paid to the formation of creative thinking. The technology of the teaching process is becoming a priority in the new century.

“Our language, our traditions, our spiritual values have been preserved, and a wide way has been opened for the restoration of their ancient content and power. In particular, the granting of the status of the state language to the Uzbek language opens a wide way for the development of the Uzbek

language, as well as imposes great responsibilities on the Uzbek linguist and its teachers. Today, both the state and society are fully mobilized to bring about creative change in the educational process. As the first President said: "The virtues of the members of the society, first of all, are absorbed by the mother lullaby, the unique charm of the mother tongue."¹

One of the main reasons why we pay so much attention to this issue is that our mother tongue is the soul of the nation, and it is true that any nation that loses its language loses its identity.

Achieving our great goals and noble intentions, the renewal of our society, the development and prospects of our life, the ongoing reforms, the effectiveness of our plans, the fate of all - all this is closely linked with the problem of training highly qualified, intelligent professionals. Thinking about this and on this basis the application of modern methods of teaching proper nouns in secondary schools in the educational process, the definition of their semantic types, the development of teaching technologies determine the relevance of this work.

A unique aspect of a democratic society's educational process is that it educates everyone to think freely. In this regard, the increase of students' vocabulary and the ways to make their speech more beautiful and attractive are the main sources of factual material in the process of teaching the semantic groups of proper nouns in the classroom.

So, in the framework of this research, it is necessary to organize the teaching of the linguistic aspects of nouns, especially proper nouns, which form the basis of the vocabulary in the student's lexicon, on the basis of modern pedagogical technologies, to conduct lessons in harmony with

¹ Karimov I.A. High spirituality is an invincible force. –Tashkent: Manaviyat, 2008

our daily life. We believe that the results were obtained are very useful and applicable.

The students talked about ways to feel the importance of the onomastic units inherent in the semantic groups of proper nouns. These, in turn, indicate the relevance of the topic we are examining.

Degree of study of the problem. In order to train proper nouns in modern ways, it is necessary to study and analyze the published works in this area. Any new work is based on traditional experiments. Scientific information related to the morphology of the Uzbek language, as well as the review of methodological sources, the use of advanced, modern ideas in them are the main factors that lead our work to perfection.

When referring to information about a word group, the following references are mainly used. One of them is the source of "Modern Uzbek Literary Language" (Tashkent: 1988, for higher education institutions) published by Sh. Shoabdurahmanov and others. This textbook explores the theoretical knowledge of the noun family and draws on scientific findings in their work. Also, the information on proper nouns in the textbook for the 6th grade of secondary schools "Mother tongue", published by H. Nematov, A. Gulomov, M. Abduraimova and N. Kasimova, was taken into account.¹

Isroiljon Pulatov, Hikmatkhon Ahmedova's article "Didactic games on the native language" in the 8th issue of the magazine of "Language and literature" in 2010, and Khurshida Hoshimova's methodical articles "From the experience of studying the topic of the noun in the 6th grade" published in the 1st issue of 2011, were studied and used directly. According to it, the main goal of the session of the general secondary schools to generalize the knowledge about the

¹ Mother tongue. Test textbook for 6th grade of secondary schools. H. Nematov and others. - Tashkent: Teacher, 1998.

vocabulary of the word provided for in the textbook "Mother tongue" for 6th grade is identified as to activate students, to teach them to think freely, to master speech.

The work of teaching the vocabulary in school can not bypass the materials provided in the textbooks of the native language for 6th grades of secondary schools by N.Mahmudov, A.Nurmonov, A.Sobirov, D.Nabiyeva.¹ It covers the types of proper nouns according to their structure, as well as the types and spelling of proper nouns. These textbooks were also used effectively in the development of this work.

Goals and objectives of the work. Article 7 of the Law "On Education" adopted in our country stipulating the requirements for the content and quality of general secondary, secondary special, vocational and higher education determines that "The level of knowledge of the student is determined by the social requirements of the educational process." Therefore, the State Education Standard, including the State Education Standard for the mother tongue, is determined based on the social requirements of the educational process. The social order of mother tongue education is to teach the student to think personally, to understand the opinions of others, and to express the product of that thought orally and in writing, that is, to develop communicative literacy.

The goal of mother tongue education is to develop a person who is socially well-rounded, able to think independently, and has a culture of speech and communication. To meet these requirements, students are required to understand their own opinions and the opinions of others.

The main goal of this study was to express ideas on the use of interactive teaching methods, new methods of transition

¹ Mother tongue. Textbook for 6th grade of secondary schools. N.Mahmudov., A.Nurmonov., A.Sobirov., D.Nabiyeva. –Tashkent: Tasvir, 2005; reprint of this textbook 2017.

of semantic species of proper nouns to modern pedagogical technologies.

Based on the main objectives of this study, the following tasks are identified in the study:

In mother tongue education, especially in mother tongue textbooks, the ability to provide students with in-depth knowledge of the semantic types of proper nouns through non-traditional teaching methods based on new pedagogical technologies, the ability to apply this knowledge in practice and identify ways to build and develop skills;

Respond to theoretical and practical ideas on the methodology of passing the semantic types of proper nouns;

Provide information on modern pedagogical technologies and provide feedback on their application to the system of proper nouns;

Identify the practical basis for the application of interactive forms of education in the teaching of semantic types of proper nouns in the system of continuing education.

Scientific novelty of the research: In the lessons of mother tongue education, the system of proper nouns proper nouns is taken separately and methodological recommendations are given for its transition through interactive teaching methods.

The work is based on a detailed description of modern methods and techniques of semantic types of proper nouns and the order of their passage in the classroom.

Practical significance and implementation of the work: As this research is of a methodological nature, a number of recommendations have been developed for use in the classroom. The semantic types of proper nouns are suggested to be used in the classroom to enhance students' oral and written speech. These results can be used effectively in modern education.

Ways of using games in the semantic types of proper nouns, methods of using handouts and comparative methods

to develop students' thinking skills, the types of nouns in terms of meaning and their differences from each other and functional applications are explained. These tools can be used effectively in the system of continuing education.

The methods, educational games, visual aids and handouts recommended in the work are taken separately for the training of proper nouns and can prove that the practical significance of our work is much higher.

The introduction of the research is reflected in the reports and published theses at scientific and methodological conferences with the participation of experts and students of Urgench State University.

Scientific and methodological observations on the activities of native language teachers, practical students and pupils of the 27th comprehensive school of the Department of Public Education of Koshkopir district of Khorezm region serves as an important source in the development of the work..

Methodological basis of the research and research methods. The methodological basis of the work is the policy documents on the language policy of the independent state of Uzbekistan, the instructions of the President Sh. Mirziyoyev in this area. Opinions on some of the issues in the study were based on important methodological conclusions of leading Uzbek linguists and well-known foreign methodologists.

Object and Subject of Research: The object of research is the process of teaching the identified topics on proper nouns in native language classes in secondary schools. The subject of the work is the content, methods, technologies of teaching proper nouns in the native language classes and the means of teaching the native language.

CHAPTER I

STATE EDUCATIONAL STANDARDS FOR THE TRAINING OF PROPER NOUNS AND NON- TRADITIONAL TEACHING OF THEIR SEMANTIC GROUPS

Basic knowledge of nouns vocabulary in secondary schools is provided in 6th grade textbooks. In particular, H. Nematov, A. Gulomov, M. Abduraimova and N. Kasimovas' topics of "Proper and common nouns" (p. 68) "Proper nouns, their types and spelling. Human and animal names" (p. 69) that are given as a repetition of for the 6th grade of "Mother tongue" secondary schools, are relevant to the topic we are studying.¹

In addition, the textbook for the 6th grade of "Mother tongue"² classes includes the topics of "Types and spelling of proper nouns" (p.96), "Place names and their spelling" (p. 98), "Organization, enterprise, institution titles" (p. 99), "Names of historical dates and holidays" (p.101), and "Names of reservoirs and structures" (p.102) that were published by N.Mahmudov and others, are relevant to the topic we are studying.

Nearly all textbooks and manuals on mother tongue education provide general information about the noun family. The lexical property of a noun is the expression of the meaning of the subject in the broadest sense. Subject matter means living things: birds, ants; proper and common names of things

¹ Mother tongue. Test textbook for 6th grade of secondary schools. H. Nematov and others. –Tashkent: Teacher, 1998. –P.68-69.

² Mother tongue. Textbook for 6th grade of secondary schools. N.Mahmudov., A.Nurmonov., A.Sobirov., D.Nabiyeva. –Tashkent: Tasvir, 2005. –B. 96-102; reprint of this textbook, 2017. –p. 110-117

related to earthly and celestial bodies: sun, moon, mountain, rock, river; words for everyday life: salt, bread, teapot, yogurt; plant-related names: cotton, rice, oats, alfalfa; names of events, characters, traits, and relationships: such as wedding, conference, meeting, joy, trust, struggle; place and time names: summer, autumn, lowland, hill, as well as the names of the person and subject: Tashkent, Zulfiya, Syrdarya, "Teacher" publishing house. The information on proper nouns and their types is, of course, intended for 6th graders, and the thematic groups of proper nouns are described quite briefly.

1.1. Instructions for Training of Proper Nouns in the State Educational Standards

Relevant sections of the "On Education" and "National Training Program", as well as the creation of modern methodologies to ensure the continuity and consistency of teaching general education subjects in accordance with the laws of the Republic of Uzbekistan, general Resolution of the Cabinet of Ministers No. 774 on the improvement of the state educational standards (SES) of secondary and secondary special, vocational education on the basis of a competent approach, the development and implementation of a new generation of educational and methodological complexes made. Based on the goals and objectives and basic principles of the SES of general secondary education, the study of general subjects in the system of general secondary and secondary special education is divided into levels.

According to this:

Standard Levels	Naming of levels
A1	Elementary level of general education
A1+	Strengthened elementary level of general education
A2	Basic level of study of general sciences
A2+	Strengthened basic level of general education
B1	General level of general education
B1+	Strengthened general level of general education

It is thus divided into stages. Based on the above requirements, it is necessary to form the following competencies, depending on the age of the learners:

- 1. Communicative competence.**
- 2. Competence in working with information.**
- 3. Competence for self-development.**
- 4. Socially active civic competence.**
- 5. National and cultural competence, etc.**

We need to pay attention to the concepts of competence, competency-based approach, so that we can better understand the essence of the requirements of the state educational standards.

The term “competence” has a number of meanings, and it is important to pay attention to what area and in what sense it is used. The term literally means “competo” - to achieve, to deserve. From the point of view of pedagogical technologies, “competence” means a set of theoretical

knowledge, skills and abilities.¹ Based on this, it can be said that it takes a lot of work and effort to achieve the competency criteria in the SES.

There are a total of five topics in the native language textbooks to teach students about proper nouns. One of them, Lesson 1, is called "**Types and Spelling of Proper Nouns**" and lasts only one hour. We think that this hour is not enough to teach this subject perfectly to a 6th grader. Because the field of nomenclature of modern Uzbek linguistics is developing so much that the products of the latest achievements of our linguistics are not included in these textbooks.

For example, in Uzbek nomenclature, in addition to the most prominent types of proper nouns, familiar to researchers and teachers of all levels, such as place names and water basins, scientific research on new types, such as cosmonim, phytonim, zoonim and others has been and is being conducted. We believe that the lack of coverage of the results achieved in our field of linguistics in textbooks and state educational standards undermines the level of modernity and perfection of the published textbooks.

There is another important aspect that we cannot ignore. Although it has been suggested from the first sentences of the rule on the types and spelling of proper nouns in the textbook that “names given to a person, thing or place are proper nouns,” in the most recently published native language textbooks² we have noted that “human names” (anthroponyms) are not included in the list of proper nouns of all levels. Here is the rule in the textbook:

LEARN. Names given to a person, thing, or place are proper nouns. Proper nouns are divided into personal names, place names, and object names, depending on

¹ Kasimov U., Gadoyeva M. Pedagogical competence. –Bukhara: 2014. –p.7

² Mother tongue. Textbook for 6th grade of secondary schools. N.Mahmudov., A.Nurmonov., A.Sobirov., D.Nabiyeva. –Tashkent: Tasvir, 2017. –p. 110

what they are called. Nouns denoting people's names, patronymics, surnames, nicknames are personal names.

NOTE. Surnames are represented by leaving the father's name after the person's name (Usmon Nasir), adding the suffix *ov* (a), *yev* (a) to the father's name (Erkin Vahidov).

The above rule for proper nouns uses very apt sentences. It is no exaggeration to say that among the Uzbek proper nouns, the names given to people are the most important in terms of their size, volume and weight.

In addition, the understanding of this type of proper noun (anthroponyms) by schoolchildren from an early age to high school students, the term "proper nouns" is the first thing that comes to the mind of a learner or other interested person. Proper nouns are named after people at a very young age, when they are still in their infancy.

Even from a pedagogical and psychological point of view, in teaching, first of all, if the learner is taught to understand well, starting from familiar concepts that are not difficult for him, observed at all times in everyday life, and then adding related concepts, it will be possible for this material to be quickly perceived in the mind of the learner and to be preserved for a long time.

It should be noted that the names of people for the formation of "communicative competence", "self-development competence" and "socially active civic competence" defined in the SES, which include the requirements of the state to the education system omission leads to minor deficiencies in mother tongue education.

Lesson 2, dedicated to the study of proper nouns, is called **“Place Names and Their Spelling”** and a textbook published in 2005 sets the lesson time at two hours (two sessions). The textbook, published in 2017, does not specify the class hours assigned to it. This can, of course, be a situation that is based on certain learning conditions, and we certainly

think it is well thought out. This is because setting a time for a particular activity can be a little daunting.

First of all, it imposes a certain task on the teacher, that is, the requirement that at a certain time you absorb this material into the mind of the student. This does not take into account the environment, conditions, season of the year (cold or hot), the social conditions of the teacher and the learner, the psychological state, and so on.

Second, the mental and psychological state of the student who is to learn a particular material, his family circumstances, his outings with the group, and whether or not there has been any affective situation in the near future also depend on the time of mastering the material.

Therefore, it is very important in the next textbook that the timing of the study should be determined on a case-by-case basis. However, it would be wrong to think that there is too much time to break the rules here. So, every teacher and learner should try to master as much material as possible in the shortest possible time.

According to scientific sources, there are several types of place names (toponyms). Toponyms based on names of people, toponyms based on the names of tribes, toponyms based on the names of mountains or other natural objects, celestial bodies, place names based on characteristics, etc.

In addition, place names are subject to special spelling rules. We also believe that more lesson hours should be allocated to teach knowledge of place names with one part, place names with two or more parts, and their addition or subtraction. It is true that there are those who think that it is not necessary to provide such a wide range of information to a 6th grade student, but it is important to teach students the types and spelling of proper nouns in textbooks and SES topics. As noted above, it is difficult to achieve certain standard levels

without mastering the knowledge and concepts we have emphasized in order to achieve the appropriate competence.

In particular, in order to form the “communicative competence” provided for in the state educational standards through the topic of proper nouns, regardless of the level of the learner, whether he is a schoolboy, lyceum or college student he will have to have a good understanding of proper nouns and be able to debate them.

Lesson 3, which is dedicated to the study of proper nouns, is called **“Names of Organizations, Enterprises, Institutions.”** There is also a 1-hour course on this topic, which is dedicated to the study of proper nouns, and provides information about the names of higher government agencies, international organizations and other enterprises and institutions. In this lesson, there are 3 exercises to solve, but the time allotted for these tasks is too short.

Lesson 4, entitled **“Historical Dates and Holiday Names,** is also scheduled for 2 hours and includes three exercises. Let’s look at the following exercise:

Exercise 291. Read the names of the holidays. Explain their essence.

In the territory of the Republic of Uzbekistan the following days are marked as holidays.

January 1 - New Year; March 8 - International Women's Day; March 21 - Navruz holiday; May 9 - Day of Remembrance and Honor; September 1 - Independence Day; December 8 - Constitution Day; October 1 - Teachers and Coaches Day; Eid al-Fitr; Eid al-Adha (dates vary).

It is no exaggeration to say that the exercises given to the learner to master the spelling rules, such as the acquisition of knowledge, the writing of these holidays and dates, and the use of punctuation, serve to a certain extent.

However, if more time is given to understand the motives, reasons and significance of naming historical dates

and holidays, it is possible to reach the A1 + or B1 + levels provided for in state education standards, as well as communicative competence, information handling, certain opportunities would be created to acquire socially active civic competence, national and intercultural competence, and so on.

Lesson 5, which is dedicated to the study of proper nouns, is called "**Names of Water Bodies and Structures**" and is scheduled for 2 hours. However, there are six exercises and dictation tasks for mastering this topic, which we think will be enough to master this topic.

In particular, Exercise 285, which contains the historical forms of hydronyms related to the territory of Uzbekistan, is of special value and is very interesting for the researcher on diachronic forms in the history of language on this topic.

1.2. Teaching Proper Nouns in a Non-Traditional Way by Dividing Them into Semantical Groups

In our everyday speech, the words that belong to the category of nouns make up the largest percentage. Proper nouns that represent things and events in existence are also seen as important linguistic units in shaping our speech. Learning about proper nouns increases students' vocabulary and broadens their horizons. Because some proper names may have different meanings in the imagination of the reader. For example, there are place names that at first glance look like ordinary conversational units. For example: Urgench, Koshkopir, Khiva, Khazarasp and others. However, they do not only mean the names of places, but also the names of motherland for the people who live there. Elsewhere, people

only realize that it is a proper noun, when they listen. Students with this knowledge will have a broader understanding of the proper noun, and when they hear the names of the places they live or visit, their memories and imaginations about that place will be remembered.

Or you may need to expand your understanding of proper nouns by reminding students of different names. This means that proper nouns need to be taught to students in a special way.

We believe that proper nouns should not be limited to the rules given in the relevant textbooks in order to be well preserved and understood in the imagination of the learner. In particular, in order to gain a deeper understanding of proper nouns, it is possible to make comparisons with the learner by applying side by side the rules formed for nouns that are comparable to them.

For example, by introducing the following text, we achieve the above-mentioned goal: **“Independent words that answer the question of who, what, where, denoting the names of a person, an object, a place, are called nouns. Nouns are used with the suffixes of number, possession, and cases.**

Nouns that denote the name of a species are called common nouns. For example: *village, teapot, brother, tree.*

A name given to a person or thing is called a proper nouns. Names of people, names, places and animals, newspapers, magazines, books, historical events, etc. are proper names. For example: *Khiva district, “Gulkhan” magazine, Olapar, Independence Day.* Proper nouns are always capitalized.”

Typically, such rules can have an even better effect if they are created by the students themselves, analyzing the features of each concept and lexical unit.

Therefore, we believe that the theme on the types and spelling of proper nouns in the textbook can be taught in the following ways.

To teach this topic, the textbook initially involves two assignments:

Assignment 1 requires students to give examples of proper nouns that represent a person or a place.

One student in the group: Hamid Olimjon, Usmon Nosir, Zulfiya, Erkin Vahidov, Oybek, Abdulla Qahhor - these are the names of famous people.

Another student in the group says that Uzbekistan, Jizzakh, Khorezm, Central Asia, Khiva, and Samarkand are well-known place names.

At this point, we consider it necessary to take into account a special factor. This is to allow the learner to cite the names of people, he or she knows well, and places, he or she is familiar with. Such names, on the one hand, are the names that will remain firmly in his memory, on the other hand, will lead to the development of knowledge in other disciplines, interdisciplinary connections, as well as a high level of competence. In this case, the group should be divided into small groups, one group should be assigned the names of people, the other group should be assigned the names of places, and they should be encouraged depending on which group found the most names in the allotted time. ladi.

After students complete Assignment 1, the terms of Assignment 2 will be announced. Under the terms of the assignment, students find the nouns in the words in the text and place them in the table below.

Person names	Place names	Others
Gulbadanbegim,...	Kobul,...	“Akbarнома”,...

Gulbadanbegim was the daughter of Zahiriddin Muhammad Babur, who was born in 1523 in Kabul. Her mother, Dildorbegim, was the daughter of Timurid Sultan Mahmud Mirza. According to her father's decree, she was brought up by her grandmother, Mohimbegim, the mother of Humayun Mirza.

Gulbadanbegim was one of the smartest and wisest women of her time. At the suggestion of Akbarshah, she wrote a wonderful and important historical work called "Humoyunnoma". The Humayunnoma is a brief history of the lives and adventures of Babur and Humayun kings and is a logical continuation of the Boburnoma. According to Abul Fazl, the author of Akbarnoma, Gulbadanbegim died in 1603 at the age of 80.

At this point, the group of students should be divided into three teams and it should be announced that they will fill in the table above within a certain period of time and the group with the most names will be the winner. Of course, the winning team will need to be encouraged in some way so that learners can learn more in the next few lessons.

Here it is necessary to pay special attention to another important psychological condition. The composition of the teams needs to be constantly updated, depending on the situation. Because you have to give hope to the students in a team that is always going to lose. You just have to be more discriminating with the help you render toward other people.

Thus, it is possible to conclude this topic by giving homework and assignments to link the lessons on proper nouns and their species to the next topics.

The next topic in the textbook is "Place Names and Their Spelling," which should be preceded by exercises to expand students' knowledge and understanding of human names. This is because the types of nouns that are named after

people are the most important in terms of size, and the first of the most popular types of nouns that people (researchers) consider are human names.

Students' perceptions of human names should begin with the following rules: **“Proper nouns are divided into personal names and place names according to what they are called. Nouns denoting people's names, patronymics, surnames, nicknames are personal names. Surnames are represented by leaving the father's name after the person's name (Usmon Nosir), adding the suffix -ov (a), -yev (a) to the father's name (Erkin Vahidov).**

Most proper nouns are formed on the basis of a word belonging to a similar noun or any other word group: Polat, Gozal, Oltiboy, Kimsan, Sotiboldi, Tokhtasin. Sometimes proper nouns can be related to common nouns: amperes (electricity measurement), hosiyatkhon (satin type), mackintosh (clothing type) and others.”

It is important to cite commonly used texts for naming people. Exercise 277 in the textbook is very suitable for this purpose.

**Notiq dedi:
“Taqdir shul,
Bu jahoniy iroda.
Tillar yo'qolur butkul,
Bir til qolur dunyoda”.
“Ey voiz pastga tushgin,
Bu gap chiqdi
qayerdan?”
Navoiy bilan Pushkin
Turib keldi qabrdan.**

**Kim darg'azab, kim
hayron,
Chiqib keldilar qator:
Dante, Shiller va Bayron,
Firdavsiy, Balzak, Tagor.
“Va'zingni qo'y birodar,
Sen aytganing
bo'lmaydi!”
Barcha dedi barobar:
“Ona tilim o'lmaydi” .**

Exercises 278 and 279, quoted in the same place, also play an important role in strengthening this topic. This is

because in Exercise 278, the names of people and places are given in a mixture and the researcher is asked which category to include them. Exercise 279 lists archaic elements used in human names and onomastic units that follow modern anthroponyms.

Exercise 279. Make a list of nouns, containing elements, such as Abdu-, -qul, -berdi, -xon, -jon, -boy, -oy, -bek, -khoja, -bonu. Explain the place and spelling of their names.

So, we come to the part where we talk about the middle ground, the place names and their spelling. A separate rule on page 111 of the textbook provides a description of place names, their components, and their spelling.

The topic in the textbook begins with the following sentences:

PLACE NAMES AND THEIR SPELLING

Assignment. Write examples of place names.

LEARN. *Place names* are names given to a specific geographic area. When a country name is in the form of a compound word, each word in it is capitalized.

At this point, we think it is necessary to pay special attention to one aspect. It is known that the term "place names" is used in many scientific sources as a toponym. It is true that it is better for school-age students to use it as a "place name", because the more scientific the material, the more negative it will be for its mastery. However, we believe that it is important to ensure uniformity among all textbooks. For example, in some 6th grade textbooks, we see that these units are called "place names."¹ This situation can also confuse learners. After all, we also refer to the nouns belonging to the category of nouns, which means "place", as common nouns. If we apply these concepts to the system of proper nouns, we will have

¹ Mother tongue. H.Ne'matov., A.G'ulomov., M.Abduraimova., N.Qosimova. –Tashkent: Teacher, 1998. –P.73

problems in keeping them in the memory of the learner. Of course, similar problems will be addressed in the forthcoming textbooks.

Second, as a result of the development of modern Uzbek linguistics, proper nouns, in particular, place names (toponyms) have been identified and presented to the general public, and it seems that the time has come to reflect their linguistic features in textbooks. For example, the features of mountains and their associated toponyms (the Caucasus is actually the name of mountain ranges, and today the name of the place has become the leading meaning), as well as associated with steppes and deserts. toponyms (Kyzylkum, Sahroyi Kabir), place names related to water basins (Amudarya district, Syrdarya region) and others should be brought to the attention of students.

This is because later research has focused on other forms, complex forms, and names of place names, and the ideas we have given above seem very simple and straightforward to them. Gradually, if we do not transfer the achievements of scientific research to our textbooks, we will allow them to lag behind the times and scientific research to be disconnected from real life.

Today's learners tend to cover a lot of information. From an early age, they learn to work with technology. Their preconceived notion of textbooks can negatively affect teaching objectives.

There are five exercises to teach "place names and their spelling" and we think they are enough to fully master the topic. This is because place names are the most active units used in almost every speech process of our daily lives. It is possible to limit the knowledge of learners to their subtleties and peculiarities.

The next topic is "Names of organizations, enterprises, institutions", which includes a wide range of rules for the

names of agencies and organizations related to the state system of our country, ranging from international organizations.

On page 114 of the textbook there is a rule on this topic.

LEARN. Each word in the names of international organizations, higher government organizations and positions is written in capital letters. The first word in the names of ministries, departments, organizations and enterprises is written in capital letters.

Conventional names for various enterprises, products, structures, vehicles, etc. are written in capital letters in brackets (only the first word in compound cases): "Turkiston" (palace), "Oriental flowers" (firm).

There is only one lesson to cover and inform the students about this topic. This, in our view, is very rare. Because it is a lot of work and hard work to provide information and skills on the names of international organizations, top organizations of our country, private companies and factories, educational institutions and hotels, as well as their spelling. requires.

A total of two exercises (Exercises 287 and 288) to master this topic are defined in Exercise 287 as tasks such as completing a tabular task, which is also a time-consuming and labor-intensive process.

As part of the topic, Exercise 289 is defined as a homework assignment to be performed under very appropriate conditions. An important aspect of this exercise is that it includes the task of writing "the names of the institutions, enterprises, and organizations in your area" (Grade 6, Mother Tongue Textbook, p. 115). The important thing is that if a learner wants to study an event or concept, he first pays attention to such phenomena and concepts around him, compares them, and only then is he able to comprehend the defined units. So, the above exercise is very important in mastering and understanding the topic.

The game "Zakovat" is important for the study and strengthening of this topic. It can look like this:

"Zakovat" - a competition lesson

The students are divided into two groups: "Zakovat" and "Kamolot". According to the "Zakovat" group, the number of students with excellent grades should not exceed 5-6 people. The members of this group are periodically replaced by active students of the "Kamolot" group. The goal is to show the level of speech and intellectual skills of the members of the group "Kamolot", who play against "Zakovat", the level of speech acquired (through the questions asked) and to defeat the opponents in the overall standings. A member of the group "Kamolot", who defeated the members of the group "Zakovat" 3 times with difficult questions, will be replaced by a member of the group "Zakovat", who lost 3 (points) for his incorrect answers (i.e., each student who asks a question has the opportunity to become a member of the "Zakovat" group).

Both a permanent member of "Zakovat" and a student applying for membership in this group must develop their knowledge, ability to express ideas, master the art of creative thinking, logic, perception and correct expression of ideas. There is a natural desire in the student's mind to understand himself, to show his talent to others.

The proposed "Zakovat" competition is designed to develop students' ability to create independent texts and develop cultural discourse. The order of the members of both teams is as follows:

Zakovat and similar intellectual games can be organized in academic lyceums and professional colleges, and even in higher education. It is desirable that the team of educational institutions "Zakovat" is composed of the winners of competitions between such groups. "Zakovat" will be in the center of the field and "Kamolot" will be around them. The competition is conducted by a teacher or administrator. The

game mode is similar to the TV game "Zakovat", but the content of the tasks differs from it in that it is dedicated to a specific topic.

The following should be the focus of this "Zakovat" game:

1. It is possible to determine and evaluate the level of theoretical knowledge of the student in the Uzbek language on proper nouns, to develop, to form the skills of correct, scientifically proven answer to the question.

2. In the competition lesson "Zakovat" students apply the knowledge, skills and abilities acquired on the topics studied, demonstrate their speaking skills, writing skills.

3. Both groups participating in the game have a common goal: to fully master the subject, to apply the acquired KCE in the practice of the text, to enrich the created text with additional information and strive for it.

4. The members of the group "Zakovat" can independently search on the basis of the task recommended by the teacher or the opposing group, compose answer texts, create and solve test tasks using Uzbek or modern Uzbek literary language (electronic slides) and can do other things.

5. "Kamolot" should have more opportunities and diversity than "Zakovat". They can use any scientific source to ask questions (of course, within the topic): textbook, problem questions). It is only required not to deviate from the topic set by the beginner.

6. The maximum grade for one question is 5 (five) points. If the questioning group is not satisfied with the answer given by the answering group, it has the right to complete the answer itself. Scores are calculated based on the results of the question and answer, and the team with the most points is declared the winner of the game.

These competition classes create a real intellectual choice among the participants. Such selection is a reliable basis for creating a healthy scientific and creative competition in

educational institutions, study groups, an environment of interaction.

The next topic is "Historical Dates and Holiday Names" of proper nouns. There is no specific rule on what forms of names fall into this category, their semantic groups, and other aspects. This situation, in our opinion, can lead to certain difficulties for the reader in distinguishing this type of onomastic units from other types of such units, in identifying their differences and similarities.

Only one page of material is provided to cover the topic. It also includes three written exercises and one oral assignment. There is no theoretical information in the subject except for a small rule. The textbook states:

LEARN. The first word in the names of historical dates and holidays is written in capital letters.

The rule is also about the spelling of "Historical dates and names of holidays", and the fact that no theoretical information about the origin of such names, the formation of their components is not acceptable.

The number of hours devoted to teaching this topic is only one lesson, which means that very little time is allocated. After all, in the context of this topic, to determine their types, to pay special attention to the structural aspects of such names (because, in most cases, more than one component is involved). As well as, it is natural to face certain difficulties in achieving the levels set for the study of general subjects in the education system (A1, B1) and the formation of competencies based on the age of learners based on the above requirements (Communicative competence; Information competence; Self-development competence; socially active civic competence; national and multicultural competence, etc.) without knowledge of the specific date and origin of the holiday, based on the goals and objectives and basic principles of SES of

general secondary and secondary special education, defined by the Cabinet of Ministers Resolution No. 774 on this topic.

In our opinion, a number of methodological tasks need to be performed in order to master this topic and make it understandable in the minds of students.

First of all, it is necessary to develop a concise and meaningful rule about the names of historical dates and holidays.

Second, it is advisable to teach this type of name by dividing it into semantic groups. For example: names of historical dates or holidays related to our religious values and traditions (Ramadan, Navruz, etc.), names of historical dates and holidays related to the political and social system of the state (Constitution Day, Independence Day, etc.), international holidays and it is desirable to teach the names of historical dates (International Women's Day, New Year, etc.), the names of other types of holidays and dates (Teachers and Coaches Day, Remembrance and Respect Day, Language Day, etc.) in separate groups.

Thirdly, we believe that it is necessary to organize a careful study of the structural types of historical dates and holiday names in the structure of these exercises. This is because the presence of two, and in some cases three, or even four word types among them can lead to various misunderstandings among the learners.

It is possible to create a gallery of various photos with holiday images on the theme of historical dates and holiday names, and on this basis to divide the class into two groups, and between them to organize a photo interpretation competition.

If we conditionally call the first group "Knowledge", we will call the second group "Intelligent". The holidays below are also divided into two parts, and they are interpreted in turn, depending on which group they belong to. The following is a

summary of the three festivals given to the first group "Knowledge":

October 1 – Teachers' and Coaches' Day

Teachers' and Coaches' Day is widely celebrated in Uzbekistan every year. From ancient times the words "Domla", "Muallim" and "Ustoz" have been associated with deep respect and reverence for teachers. Students learn from their teachers not only knowledge, but also respect for people and devotion to the Motherland.

March 21 - Navruz holiday

Navruz is our ancient national holiday. The word Navruz means "new day" in Persian. Navruz is celebrated on March 21 and is the beginning of the new year. This day is the equinox. With the advent of this holiday, many Uzbek families prepare a variety of spring national dishes, such as sumalak and blue somsa.

Eid al-Fitr

This holiday is known as Eid al-Fitr and falls on the 9th month of the Muslim (Hijri) calendar. The festival lasts for 30 days and is a tradition of physical and spiritual purification. Its conditions are to develop the ability to control the appetite, not to eat or drink from sunrise to sunset; avoid bad thoughts; is to respect those around you and do them the best you can.

Comments on the following holidays will be submitted to the "Knowledge" group:

Eid al-Adha (Eid al-Adha)

It is one of the largest religious holidays in the world celebrated by Muslims. The basis of this festival is a historical event related to the Prophet Ibrahim, who was ready to sacrifice his son in the way of Allah, so that his action was stopped by Allah and he was replaced by an animal (sheep,

camels, and other creatures) are ordered to be sacrificed. The holiday lasts for three days and Muslims spend these days with family and relatives. During the holidays, people visit their loved ones who live far away and help those in need. The first day of Eid al-Adha is a day off.

March 8 - International Women's Day

In Uzbekistan, this holiday is celebrated as a holiday of love, kindness and beauty, and is also known as "Mother's Day".

The last topic in the 6th grade textbook on proper nouns is called "Names of Pools and Structures". There are two classes on this topic, the first of which begins with an assignment on the topic.

There are two lessons for this topic on page 116 of the textbook, and as a rule, only a small sentence about their writing. In teaching this topic, students should be divided into two groups to get an idea of the oceans, seas, rivers and lakes, rivers, streams and springs that are on the world map and belong to the territory of Uzbekistan. It is also important to provide information on canals and reservoirs, which are water bodies.

As part of the exercises in the textbook, it is possible to explain the ancient variants of the names of water bodies in the country and prepare various tables and crossword puzzles to help students to remember the names of water bodies and structures for a long time.

Summarizing the above points, it can be said that the number of hours set for proper nouns in SES and textbooks is not enough. Taking into account the unique psychological and individual characteristics of each learner and each class in the teaching of thematic groups of proper nouns is methodologically much more effective.

The use of assimilation technology in teaching this subject and in assessing the knowledge learned is also very effective. Its content is as follows:

Assessment technique

Through this technique, students can skillfully test their knowledge, skills, and abilities, as well as perform processes such as self-assessment. At the same time, it provides an opportunity to test, evaluate, and judge learners' knowledge fairly.

The teacher shows the students a spreadsheet. What the tasks in the table cells look like depends on the teacher's goal of mastering the topic, the topic, or the section.

The prepared table can contain tasks such as tests, crossword puzzles, as well as tasks to check the knowledge and skills of students. The correct answers will be displayed in the appropriate part of the table and the learner will be able to self-assess.

Another unusual way to study historical dates and holiday names is with fish skeleton technology.

Fish skeleton

In this method, the teacher asks the group a general problem question. Classifies the general concept and asks the learners to answer each one. The group is tasked with thinking about holidays, which are one of the national values. The word holiday is written on the head of the fish. The holidays that the students celebrate are written between the upper skeletons of the fish.

Like nature holidays, labor holidays. At the bottom is the internal classification of the holidays. For example, Navruz, Mehrjan, flowers and winter holidays are included in the seasonal nature holidays. The order of assessment is determined by the participation of students.

Independent assignment. Read the text carefully, comment on the content.

Conscience

Salima Aya was carrying an apple in a basket for Navruz. One of the apples in the basket fell to the ground. Salima aya didn't notice it. Sobirjon, who was following the woman, took her quietly and put her in his pocket. As he passed the woman, she stopped him and handed him one of the apples in the basket. The boy was embarrassed and did not pick the apple. Something in his pocket was on fire, burning his body. He immediately took an apple from his pocket, threw it in the basket and ran away. The woman looked behind him in surprise as she handed him the apple. The boy came home and cried.

I. Expressive reading. Read the text aloud in the music.

II. Discussion. Questions and assignments for the development of creative thinking, speech:

- 2.1. Why was Sobirjon ashamed?
- 2.2. Why is Salima Aya surprised?
- 2.3. Explain why the patient is crying.
- 2.4. What would you do in that situation?

III. Methodology: Work on changing the language, structure, shape of the text:

- 3.1. Swap words and phrases in sentences.
- 3.2. Find words related to proper names in the text and expand them with words from other categories.
- 3.3. Turn simple sentences in a text into cohesive and compound sentences.
- 3.4. Summarize the text. Expand the text with artfully colored words. Give a brief summary of the text.

Brief summaries of the chapter

1. Most textbooks for the training of proper nouns have a very concise description of their semantic groups. This prevents us from saying that the achievements of our modern linguistics in the field of proper nouns have been sufficiently incorporated into the modern system of education.

2. Almost all textbooks and manuals on mother tongue education provide general concepts about the noun family. We believe that the rules for proper nouns in today's student textbooks need to be clarified.

3. Achieving competence indicators based on state education standards should be considered as a key criterion of the education system. In particular, the formation of communicative competence, information processing, self-development competence, as well as socially active civic and national and cultural competencies are of particular importance in the training of proper nouns.

4. The level of mastery of mother tongue education is becoming one of the most important criteria in the future. Including: A1 and A1 +; A2 and A2 +; We believe that mastery indicators such as B1 and B1 + should be included in the list of indicators used in foreign languages in our country. The use of this method in future entrance exams for higher education in the native language is becoming a modern requirement.

5. In teaching students the semantic groups of proper nouns, we consider it expedient to give more examples of the names of objects which are familiar to them. However, it is not advisable to ignore the proper nouns of special importance in the country. In addition, the above competency requirements do not allow it.

CHAPTER II

INTERACTIVE LEARNING TECHNOLOGIES AND THEIR APPLICATION TO THE PROPER NOUN SYSTEM

2.1. Interactive learning technologies and their types

It is well known that there are many methods in the methodological development of Uzbek linguistics for the training of proper nouns. In most textbooks published today, the semantic groups of names are given in a very concise form.

This prevents us from saying that the achievements of our modern linguistics in the field of proper nouns have been sufficiently incorporated into the modern system of education.

However, one of the tasks ahead is to make the existing group of names more ingrained in the minds of learners by directing them to new modern education systems. As in any field, there is no doubt that the teaching methods of mother tongue education, in particular, the teaching of proper nouns on the basis of modern pedagogical technologies, will be very effective. Here we need to talk in more detail about interactive learning technologies.

As the content, goals, and objectives of education expand over time, so do its forms and methods. At present, the main directions of human activity are becoming integrated systems, ie technologies that allow them to fully achieve their goals. Similarly, in recent years, new pedagogical technologies have begun to appear in the field of education. The concept of pedagogical technology is a wide-ranging concept that originated from the needs of the development of educational practice and now has its place in the sciences of pedagogy and psychology.

The concept of pedagogical technology, in contrast to various technologies in the field of production, is the mental, semantic, moral qualities of the student (learner), which are processed by the teacher, educator in different ways to achieve certain goals. effects are carried out. The concept of pedagogical technology first appeared in the United States in the mid-twentieth century and was referred to as “Educational Technology” until the 1940s and 1950s, when the term was applied to teaching using technical means.

In the 50s and 60s, programmed education was envisaged, and in the 1970s, the term “pedagogical technology” was used to describe a learning process that was pre-designed and guaranteed to achieve clearly defined goals. In 1979, the American Association for Pedagogical Communications and Technology established pedagogical technology as a complex, integrative process, and since the early 1980s, pedagogical technology has been described as the creation of computer and information technology in education. Currently, the concept is defined differently in different sources, but their essence is common:

Technology is a set of methods used in a work, art, skill. (Explanatory dictionary).

Technology is a set of methods of processing, the art of transformation, skill, ability. (V.M.Shepel).

Pedagogical technology - This is the process by which the teacher (educator) with the help of teaching (educational) means to influence students in certain conditions and sequences, and as a product of this activity to form in them pre-defined personality traits . (N.Saydaxmedov).

Pedagogical technology - a set of psychological procedures (institutions) that determine the forms, methods, techniques, ways of teaching, a special set and arrangement (location) of educational tools; it consists of organizational and

methodological tools of the pedagogical process (BT Likhachev).

Pedagogical technology is a systematic method of creating, applying and identifying all processes of teaching and learning, which aims to optimize forms of education, taking into account technical resources, people and their interactions. (UNESCO).

Pedagogical technology is a unique (innovative) approach to teaching. It is the expression of socio-engineering thinking in pedagogy, the image of technocratic scientific consciousness transferred to the field of pedagogy, a certain standardization of the educational process. (B.L.Faberman)

Based on the above, we can give the following brief and generalized description of pedagogical technology:

"Pedagogical technology - the activity of forming a harmoniously developed person." However, given that pedagogical technology is a broad, multifaceted concept, we can cite a few more definitions.

Pedagogical technology is the process of learning to create new information by assimilating information, using it in practice, discovering new meanings and different connections between information.

Pedagogical technology is the interaction of technical resources and people in the whole process of teaching and learning, which aims to optimize the forms of education. is a systematic method of creating, applying, and identifying

It is known that pedagogical technology is also designed on the basis of certain laws and forms the basis for the organization of the educational process, and when introduced, ensures the final result. Based on the general purpose of education, the allocated option is analyzed and evaluated, taking into account the need to address educational and developmental issues at this stage of teaching. One of the most important requirements for the organization of modern

education is to achieve high results in a short time without spending too much mental and physical effort.

Criteria for the selection of traditional methods in pedagogy have been extensively developed, and in recent years the work of methodist scholars has focused on more than twenty forms of them. The criterion for choosing interactive methods is that they are highly focused on the development of education and upbringing. This criterion is introduced by assessing the ability of different methods to solve problems in one area or another.

One of the main criteria for choosing interactive methods is their relevance to the nature of the educational content. The content of the method is also defined as part of the movement. There is no doubt that this criterion will be taken into account from this bus. One method reveals the full content of the topic, while the other allows you to master it positively. Another criterion for choosing interactive methods is that they are fully compatible with the learning opportunities of students, that is, to ensure the unity of internal and external conditions for effective learning activities.

The use of interactive teaching methods should be tailored to the individual capabilities of the educator. This takes into account the degree to which the educator is armed with the theory and practice of teaching methods, theories of knowledge with the laws of the teaching process, the theory of educational content and other existing laws. The next criterion for choosing interactive methods is their compatibility with the organization of the learning process.

By the way, general, group, distance and individual forms of teaching require different methods. For example, if the "debate" method is a debate between two students, the "brainstorming" requires the participation of all students in the group. The generalization of interactive methods to the principles of pedagogical technology is a generalizing criterion.

Method is the Greek word for research, a way to achieve a goal. The origin of the word is also reflected in its interpretation as a scientific category. A method is, in the most general sense, a way of achieving a goal, a well-regulated activity.

Teaching methods are a set of methods used by the teacher to solve various didactic tasks and methods of organizing students' learning activities.

Methodology - a set of methods, ways to perform a task in accordance with a strict sequence (algorithmic nature), a pre-established plan (rule), a clear adherence to the system.

The concept of methodology is also used in connection with the study of various disciplines and is reflected in the process of teaching a particular field, its content, laws, principles, forms, methods and tools.

Pedagogical technology is the content of the process of pedagogical activity, organized on the basis of a specific project, focused on a specific goal and guaranteeing the results of this goal.

Teaching technology is an algorithmic sequence aimed at designing each stage of training separately, predetermining the expected results, rational choice of forms, methods and tools used at each stage, clarifying the actions of the teacher and the student -letter.

The interactive method is an integral part of the learning process and is a set of teaching methods aimed at activating both the teacher and the student at the same time.

Summarizing the above points, we can get an idea of the most popular interactive learning technologies. There is a tradition of dividing interactive learning technologies into three sectors and dividing them into interactive methods, interactive strategies, and graphic organizers. Scientific and methodological literature as an interactive educational technology includes:

1. Interactive methods: "Case study" (or "Study cases"), "Blitz-survey", "Cluster", "Syncway", "Conversation" and others.

2. Interactive strategies: "Brainstorming", "Boomerang", "Gallery", "Zig-zag", "Stairs", "Museum", "Rotation", "T-table", "Round snow", etc.

3. Graphic organizers: "Fish Skeleton", "BBB", "Conceptual Table", "Venn Diagram", "Insert", "Cluster", "Why?", "How?" and etc.

From the point of view of this work, based on the tasks set before us, in the teaching of interactive educational technologies in the Uzbek language, in particular, in the teaching of topics on proper nouns, following questions should be answered: How to use them at work? What role do they play in teaching the above topics? What are the advantages of the teaching methods taught so far? However, which of the above-mentioned methods, strategies, and organizers related to interactive learning technologies have the convenience and advantages of teaching which topic? We will try to highlight these problems below.

2.2. The application of modern educational technologies to the subject

CLUSTER METHOD

The method of "cluster" (bud, link) is a specific form of pedagogical, didactic strategy, which helps learners to create conditions for free, open thinking and free expression of personal opinions on any problem (topic). This method requires the identification of a structure that allows one to think about the connections between different ideas.

The cluster method is a form of thinking that is not focused on a specific object. Its use depends on the principle

of operation of the human brain. This method helps to ensure that the thinking process is smooth until the students have mastered a particular topic in depth and thoroughly.

The Cluster method, which is based on the idea of effective learning, is a well-thought-out method that can be used with students individually or in groups. The method is presented in the form of a set of ideas expressed by students in group lessons. This allows you to summarize the ideas put forward and find connections between them.

It is known that the textbooks on Uzbek language for 6th grade students include topics on proper nouns. The first topic on proper nouns is called "Types and spelling of proper nouns."

In teaching this topic, it is advisable to choose the cluster method from the interactive teaching methods. Through it, it will be possible to effectively place in the minds of researchers the idea of proper nouns and their types, which are used in the Uzbek language.

We know that the essence of the Cluster method is to accelerate and expand the thinking ability of learners before in-depth study of any topic, as well as to form a worldview within the topic. In the above cluster, knowledge about the types of proper nouns is visualized in the eyes of the learner.

VENN DIAGRAM

This interactive teaching method, which belongs to the category of graphic organizers, can achieve good results in teaching a number of topics related to proper nouns. For example, by placing the topic "Place names and their spelling" on page 111 of the textbook in the Venn diagram in the following order, students will be able to significantly expand their understanding of this type of onomastic units. A Venn diagram is used to compare or contrast or contrast two or three aspects as well as commonalities. Develops students' skills of

systematic thinking, comparison and analysis. The stages of its use are as follows:

- Students are divided into two groups;
- The diagram on a poster is hung on a board;
- The score for each correct opinion is agreed in advance;
- Any correct or incorrect ideas of the groups on the task are written by one student on a felt-tip pen in two different colors in the appropriate places on the diagram;
- In a small group, write down the opinions of one of the student partners about their names;
- At the end of the feedback, the teacher and students work together to determine the correct and incorrect answers;
- If the correct answer is given three points, for each wrong idea three points are deducted from the total score of the group;
- The group with the most points is the winner and they are rewarded;
- In this process, the incorrect answers in the small group are deleted and students are given a differentiated score based on the results.

The use of the Venn diagram method in analyzing, comparing, and consolidating related topics in all classes is effective. The above are examples of cases where this method can be used in native language classes under the topic "Place names and their spelling":

Or you can use a three-phase Venn diagram to cover this topic. Using Venn diagrams to summarize topics will increase the effectiveness of the lesson.

“OREG” METHOD

Purpose of the technology: This technology serves to develop the skills of participants to learn, summarize, as well as independent creative thinking by drawing specific conclusions

from the general ideas, comparisons, comparisons. It is recommended to use this technology in lectures, reinforcement, questioning, homework, and analysis of the results of practical training.

The abbreviation OREG embodies the essence of this interactive learning technology.

Procedure for technology implementation:

to the participants a final conclusion or idea related to the topic is suggested;

each participant will be given a piece of paper with the stages of OREG technology:

the relationships of the participants are presented individually or in groups.

OREG analysis provides a basis for participants to acquire professional and theoretical knowledge more quickly and successfully on the basis of practical exercises and existing experience. Using this interactive method, it is helpful to cover the topic of “Historical Dates and Holidays” in the 6th grade textbook.

In order to master this topic, it is necessary to carry out the following steps of OREG technology and address the groups with the following questions:

What is your opinion about historical dates and holidays?

Do you know any holidays or historical dates celebrated in our country?

What can you say about the reasons for celebrating different holidays and historical dates?

Can you give examples of holidays or historical dates?

Give examples of the history and origins of Navruz !?

Generalize all the opinions and comments expressed and draw conclusions!

Description of the OREG method: this method is used to teach students to express their opinions on the subject, to give reasons for these opinions, to give examples that confirm

them, and finally to draw generalizations. is a method of exercise.

This method enables learners to think freely, to defend their point of view and to communicate their point of view to others, to debate openly, to engage in a culture of debate, as well as to analyze the knowledge acquired by learners in the learning process. teaches to determine and assess the level of mastery.

SYNCWAY METHOD

This interactive method was developed by J.Still, K.Meredis, Ch.Temil. The Reading and Writing Critical Thinking Program states that it is effective to increase the thinking activity of each learner or group of learners and to use the Syncway method to develop their critical thinking skills. It is worthwhile to get acquainted with the essence of the method.

Cinquefoil is a French word meaning "five lines". Helps to synthesize data (to form holistic ideas based on individual data). Based on it, information on the studied topic (concept, event, event) is collected; each student tries to express this set of information in their own words through different options or perspectives.

Creating a sync is the ability to express complex ideas, intuitions, and feelings in a few words, a process that helps you master the subject and understand the information better. In connection with the meaning of the name of the method "five", the task is to give students an idea of the five features and qualities of a topic or concept (hereinafter - the nickname).

Creating a sync is a complex process that requires certain rules to be set up effectively. Typically, the construction of a Syncway is accomplished by organizing five-step movements. This technology may come in handy when it comes to historical dates and holiday names associated with proper nouns. For example:

Family holiday

1. New Year is the happiest holiday for our family.
2. Preparing for the New Year.
3. Prepare the holiday table.
4. New Year is a good opportunity to visit your loved ones.
5. New Year is a new day.

The Syncway method reveals the five most important features of New Year's Eve, providing students with a comprehensive understanding of the holiday.

This technology allows the whole group to be more active. These five "Syncway" can be easily prepared and used in the classroom for the holidays of Navruz, Eid al-Fitr, or March 8, January 14.

CASE STUDY METHOD

A case study is a combination of the English words case, and study is a method of teaching based on the study, analysis, and achievement of socially significant results. The case method, as a type of teacher's thinking, takes the form of a separate paradigm, allowing the development of creative potential, thinking in a non-traditional way. Key concepts of case-study education technology include "situation" and "analysis", and "situation analysis" resulting from a combination of these two concepts.

Another basic category of the case-study method is "analysis". The category of analysis can be understood as the division of an object into imaginary parts or scientific research. There are different classifications of analysis and classification of mass analysis. We define it as follows: system analysis, correlation analysis, factor analysis, statistical analysis and others.

Another important source of case studies is the education system. It defines the goals and objectives of education and training, the integration of case study technology

into other teaching methods. The training module is the third source of these cases. It is the training module that defines the two main methodologies of cases. They, in turn, are defined by analytical activities and a systematic approach, as well as a number of other scientific methods integrated into case-study technology in problem-solving.

The main sources of determination of the problem situation of the case-stage can be classified differently. In the practice of creating a case-study, it is observed that a single source predominates. This approach can serve as a basis for the classification of cases within the case-stage technology, according to the sources. In this it is possible to distinguish practical cases, which describe absolute life situations; there is also a group of educational cases, the main function of which is to teach; research cases can also be created for the purpose of creating research activities.

When using the case-stage method, the structure of each case is of particular importance. Each case has the following structure:

- situation is a problem, an example from life;
- context of the situation - chronological, historical, place context, the specifics of the participants in the movement;
- comment from the teacher;
- a set of tasks and questions for working with the case-study method;
- application.

World experience shows that if learners' case-solving technology consists of two stages, they can be more effective in achieving educational goals:

The first step is to work on the case individually (outside the classroom).

The second step is to work as a team (in the classroom) with the case.

In the first stage, the individual case work consists of:

- 1) learners get acquainted with case materials;
- 2) studies, interprets and substantiates the presented situation;
- 3) distinguishes between problem and sub-problem factors, chooses methods of research and analysis of the situation;
- 4) analyzes the given practical situation; identifies and substantiates methods and means of solving the allocated problem;
- 5) develop measures for the implementation of the proposed decision.

The second step is to work as a case team.

Students are divided into small groups and work together on the case:

- 1) coordinate the different views of the group members on the situation, the main problems and ways to solve them;
- 2) discuss and evaluate the proposed options for the solution, select the most appropriate option for the situation in terms of the problem;
- 3) develop a detailed step-by-step program to implement the chosen course of action that will lead to the solution of the problem situation;
- 4) prepare for the presentation and formalize the material to be presented.

Present the results of solving the case in small groups:

- 1) present their options for solving the real situation;
- 2) explain the chosen course of action and justify the correctness of the solution;
- 3) answer questions from other group members and justify their suggestions.

Work on the case as a team:

- discussion of solutions proposed by the groups;
- mutual evaluation of proposed solutions;

the viability and feasibility of the proposed solutions can also be assessed together (audience and teacher).

Case: In Uzbek class, Sabirjon was asked by Naima while solving Exercises 290 and 291 on "Historical Dates and Holiday Names". Examples include holidays such as Navruz, Ramadan, and Ramadan.

The same names can be used as personal names. So which of these names should be included? Sobirjon was puzzled by this question. How would you cope?

BRAINSTORMING STRATEGY

Recently, various methods have been developed to increase the efficiency of the brain. However, experts estimate that only 7% of the brain is functioning. Educational methods that activate the brain include socio-psychological training, morphological analysis, role-playing, "brainstorming" and more.

Brainstorming is derived from the English word "brainstorming" and is one of the methods of active learning, management and research. This interactive technology stimulates mental activity, creative and innovative jaccelerates the processes.

The emergence of this technology is associated with the name of A. Osborne, an American expert who served in the Sea of Japan during World War II, where they hold a ship council on how to protect a warship from torpedoes. According to the rules of the council, everyone - from wool to the captain - could come up with any, even vital and unrealistic ideas, and any proposals would be written. One of the sailors put it this way: "When I felt a torpedo, I would put the whole team on board and order it to blow towards the torpedo." Everyone laughs when they hear an idea, and even the idea is written. During the discussion, the idea is revised and it is decided to use a strong current of water. The flow of water

from the pump hits the torpedo and it stops. An idea that seems ridiculous at first glance will solve the problem.

Towards the end of the 1950s, American psychologist A. Osborne began to promote the strategy of "brainstorming" at the university where he worked as a way to gather unexpected ideas and suggestions and solve complex problems.

The "brainstorming" strategy, which is a stimulant of creative activity and productivity, relies primarily on a psychological mechanism called the absence of a critical environment that resists the birth of new, original ideas. In such an environment, no opinion is criticized, no one is afraid to say the wrong thing, no one is laughed at.

Thus, the "brainstorming" strategy was first used in the United States, Britain, France, and then in Japan. It has been used in Russia since the 1970s and in Uzbekistan since the 1990s.

Basic rules of "brainstorming" technology:

The technology behind the Brainstorming strategy is as follows. The facilitator raises a specific issue and asks participants what they think of a solution to the problem, as well as unexpected ideas. The person in charge of the strategy writes down all the ideas. In this case, there is no criticism of the views expressed, and the comments are written until the end, until the last statement is made.

Objectives of the Brainstorming Strategy:

- 1) come up with ideas to solve the problem;
- 2) sorting ideas according to their importance;
- 3) formation of active thinking skills;
- 4) analysis of the process of emergence of unexpected ideas;
- 5) develop the ability to use the ideas found.

It is argued that critical thinking slows down the process of developing ideas. Even the most powerful generator of ideas can fail to resist critics. Therefore, the following rules apply to a "mental attack":

Criticism (even humor) is strictly forbidden during the promotion phase. Original and even fantastic ideas are encouraged.

All ideas are recorded and recorded on audio or video. If you like, the author can write it himself.

All participants in the Brainstorming method should not be legally or administratively related to each other. A team of analysts analyzes, synthesizes, evaluates, and selects relatively effective ideas.

Brainstorming technology can be used effectively to cover the topic of “Types and Spelling of Proper Nouns” in a 6th grade textbook. According to the established strategy, the groups will be asked the following problematic questions:

1. The textbook contains the names of proper nouns, historical dates and holidays, the names of enterprises and organizations, the names of water bodies. Aren't there other types of proper nouns in our daily lives?

2. To what category do we include the names of plants and animals?

3. What about the names of celestial bodies, newspapers, and magazines?

In answering similar questions, it is important to take into account any opinions of the group members, even if they are incorrect, illogical, to analyze them and to draw their own conclusions that their opinions are wrong. conditions will need to be created.

At the end of the process, the organizer (teacher) helps to draw conclusions by summarizing all the ideas. As a result, learners will gain a broader and more detailed understanding of proper nouns and their types in addition to the information provided in the textbook.

2.3. Use of distance learning forms

The next generation of education systems is in great need of distance learning programs. This situation is becoming more and more in line with the requirements of the times and the development of information and communication technologies.

The process of independent learning of a student at a certain distance from the educational institution and the teacher creates the process of distance learning. What is the distance and time between the student and the teacher? What does that mean?

The geographical distance between a student and a teacher is the distance. It is possible to count the time of the lesson when the lesson is organized by mutual agreement of the teacher and the learner. Under these organizational processes, the two sides are asynchronous: they can communicate with each other at different times, at their own convenience. That is, they are separated from the teacher in terms of space and (or) time, but at the same time voluntarily have the opportunity to communicate using telecommunications.

Communication can be done on-line or off-line. What does this mean and what is the difference between them?

The on-line form of distance learning (online) means the process of synchronous - teleconferencing, video conferencing (expensive), real-time communication over the phone. This synchronous method of distance learning requires that the teacher and the learners (students) participate in the class as a group or individually, and that the communication takes place at the same time. This method uses means of communication, such as interactive television and video conferencing. Today, videoconferencing is also available on telephones, which also plays an important role in the organization of distance learning.

The off-line form of distance learning is carried out asynchronously - by e-mail or other recording, data storage devices (such as disks, flash drives, cassettes). Off-line methods, unlike the synchronous method, are characterized by their flexibility. At the same time, it allows learners (pupils or students) to choose a time that is convenient for them in the process of mastering the topic material. Applications that use such asynchronous communication methods require the use of the Internet, e-mail, videocassettes, and simple mail.

Off-line distance learning can be done without electronic equipment based on a booklet or software. However, it may be necessary to use technical means or a postal service only to monitor the assimilation of the material and to provide additional advice and guidance.

Distance education is nothing new - distance learning and television have long existed. Distance education has existed since ancient times. In the pre-development period of information technology and the Internet, it was concentrated in higher education institutions, mainly in the form of distance learning. A simple postal service was used to deliver the materials to the students.

The difference between modern DL (distance learning) and pre-existing forms of distance learning is that it is now based on high information and communication technologies.

Two factors have changed distance education and made it a truly effective tool in the world:

1. The proliferation of personal computers.
2. Development of the Internet.

The use of computer technology in distance learning has created the following opportunities:

1. Use of rich media (video, audio, animation, user interaction) in the learning process;
2. Additional opportunities for testing and analysis of results;

3. Supervision of the learning process;
4. Communicate with the teacher both online and offline.

The teaching process includes the student's independent learning activities, such as the student's independent learning activities, which are built on the learner's independent learning activities. The student's learning activities should be active.

Active participation is defined by an inner passion (or motivation), that is, a desire to learn. High level of passion (or motivation) of the student.

Distance education must be person-centered. This principle defines the individuality of distance education. The concept of "person-centered teaching" requires differentiated and individualized teaching, that is, in accordance with the psychological and pedagogical characteristics of the student, tailored to each individual.

1. The role of the student in the learning process is of importance;
2. Strengthen student support; Tutorship
3. New role of the teacher: additional tasks are assigned:
 - a) coordination of the educational process,
 - b) correction of the taught subject,
 - c) counseling on individual curriculum development, etc.
4. Training or resource materials need to be developed more carefully - increasing demand for quality training materials;
5. Modularity: In distance learning, students are provided with teaching materials in the form of modules, which are in the form of an analogous version of the published textbook used in education. This method allows you to create a holistic curriculum from several separate modular courses according to the requirements of the individual or a group.

6. Interactivity. (Interaction of all participants). Two-way information exchange, two-way communication with the MT system, the intensity of mutual information exchange between students in the process of interaction between teacher and learners between the student and the teacher more efficient than data exchange. Therefore, it is necessary to provide e-mail addresses to all participants in the distance learning process.

Students need to have basic knowledge and skills, as well as basic preparation. These include computer skills, Internet access, independent reading skills, and more. However, the learner will need to be able to independently master the learning materials placed on the CD-ROM or web pages and be able to organize their time.

Access control can be used to check the readiness of the learner for distance learning. Hardware - computer and internet. This form of education can also use the interactive learning technologies mentioned above. There is an opportunity to introduce educational technologies based on the nature of the data in the order relevant to each topic related to proper nouns.

Distance education is becoming one of the most convenient methods in today's world of science and technology. In this form of education, we have special advantages over traditional forms of education in the organization of the process of continuing education, even for students with various restrictions (quarantine) or limited mobility (physical disabilities).

2.4. Use of multimedia and audio forms of education

In the 50s of the twentieth century, the use of technical means in the educational process was recognized as a

determining factor in the direction of "educational technology", the main focus was on expanding the audience of students through the use of technical means. further improvement of their capabilities, expansion of their information capacity, quality organization of information transmission services, individualization of education.

Adults are familiar with lessons recorded on audiocassettes in foreign language classes. When they were students, they took the tapes, found another student with a tape recorder in their house, recorded them on a new tape, and listened to the lessons. However, each time they were recorded from tape to tape, their quality deteriorated and they could even become inaudible.

It turns out that the audio programs we are considering in this case are part of the e-learning resources. In pedagogy, there is a concept called "media education", which refers to multimedia tools and their use in the educational process. Multimedia is a set of hardware and software that allows a person to communicate with a computer using the natural environment: sound, video, graphics, text, animation, and so on.

The concept of multimedia came into our lives in the early 90s. Multimedia integrates different types of information: traditional (text, tables, decorations, etc.), original (speech, music, video clips, TV footage, animation, etc.) into one software product. Such integration is carried out under the control of a computer using various devices for recording and displaying information: microphones, audio systems, optical CDs, televisions, VCRs, camcorders, electronic musical instruments.

In addition, stylists point out that audio teaching programs, e-language courses, are generally very effective learning technologies for second language learners in general. True, in computer programs that teach pronunciation, the role and method of articulation of sound using animation is shown,

the standard speech is broadcast, the student and the student write their own pronunciation, and then it becomes the norm of literary language. compared with. In addition, the audio program can include the system "Karaoke". It is very convenient to use for leisure or any event.

The world's first phonograph (Greek for background - sound, grapho - recording) was first introduced by Thomas Edison on November 21, 1877. Edison suggested 10 main areas of phonograph use:

1. Record the text as it is recited;
2. A book for the blind;
3. A book on the art of public speaking;
4. Music recording and listening device;
5. Recording the voices of family members;
6. Musical instruments and talking toys;
7. Talking clock;
8. Recording the voices of great people;
9. Educational records;

Steve Pavlin, an American blogger on the importance of audio programs, also recommends listening to educational audio programs every day. He listened to audio programs every day, usually around 2 hours. He has earned several college diplomas, developed his knowledge and skills by listening to a large amount of material on his way to and from school, during breaks, during regular walks, in transport, in shopping, in sports, in cooking.

As you know, there is a wide range of experience in the use of audio materials in foreign language teaching. The introduction of this process in the teaching of the Uzbek language can be considered especially important in the teaching of topics related to proper nouns. This is especially true for learners of other languages. The benefits of audio lessons in this process are as follows:

1. Improving pronunciation skills in Uzbek;

2. Remember the rules and basics of grammar;
3. Understand where and when to use a particular word or phrase;
4. Improving speech comprehension in Uzbek, etc.

In addition to the above-mentioned advantages of audio lessons, several other features are recognized in scientific sources. One of them is the convenience of audio lessons for both adults and children. In addition, users with different levels of preparation can learn a foreign language through audio lessons. It should also be noted that audio lessons can be listened to anytime, anywhere and on any device (gadget, player).

In our republic a The methodology for creating and using audio programs and video materials is not sufficiently developed. More than 10 years have passed since the creation of the methodological manual "Audiovisual tools in language teaching", edited by M. Tukhtamirzaev, and this issue has been studied as an adjunct to the main problem in the field of research. As H. Muhiddinova noted, "Unfortunately, to date, a special set of audio and video materials for teaching the Uzbek language to people of other nationalities has not been developed, a special study on the methodology of using video materials in teaching. Due to the lack of work, the effective use of such authentic materials in the classroom is not observed.

This means that the creation of audio materials that are important for the promotion of the status of the Uzbek language in the world and the conduct of research on their use in language lessons remains a pressing issue.

Brief summaries of the chapter

1. The scientific and practical importance of the use of the most modern educational technologies, along with traditional teaching methods in the study of proper nouns, has become especially noticeable. Bypassing the world's latest and most popular technologies in Uzbek language teaching is leading to the backwardness of language education.

2. Along with the world-famous educational technologies, it is impossible to completely abandon the traditional teaching methods used in mother tongue teaching. Every new style retains the existing styles and builds on them. In today's mother tongue education, it is important to combine these two trends, to create modernity in these processes.

3. It is necessary to use modern educational technologies, based on the informative nature of each topic identified in the textbook on proper nouns. In addition, in the application of the mentioned educational technologies, it is important to take into account such factors as the level of knowledge of the learners, their psychological state, the potential and readiness of the teacher.

4. The role of distance learning as a modern method of teaching has risen to a special level today. Distance learning retains the ability to implement the education system even in the face of various conditions of our daily lives: quarantine, physical limitations, illness in hospitals and other places. In this system of education, too, the eminent learning process can be carried out on the basis of all modern educational technologies.

5. The role of multimedia and audio forms of education in the training of proper nouns is invaluable. State-of-the-art technical equipment (lingophone, dictaphone, phonograph, telephone, headphones, etc.) allows the learner to study materials on a particular topic at a convenient time. While multimedia programs allow learning in direct visual forms, learning based on audio programs can be used by learners with

visual impairments, as well as on the street, in transport, while eating, and in general, when it is convenient to hear.

6. Multimedia and audio forms of education are among the most popular technologies in the world language learning system. However, much remains to be done to introduce these technologies into Uzbek language education. To this end, the use of experience in learning foreign languages in the teaching of the Uzbek language, in particular, its proper system of nouns, gives a special impetus to the development of the industry.

GENERAL CONCLUSIONS

From the first days of independence of our country, serious attention was paid to the education of the younger generation. The adoption of the Law on Education and the National Training Program is the most important step in this process. With the adoption of the National Training Program, the requirements for a modern specialist within the framework of state educational standards have been strengthened. The ability to supplement and update independent knowledge is part of the qualities of a well-rounded person - to do research, to make new decisions, to be creative, to think independently.

The use of new, state-of-the-art teaching methods in the teaching of Uzbek language, in particular, the topics related to the proper nouns in it, remains one of the most pressing issues of mother tongue education today. In this regard, the application of world experience in the teaching of the Uzbek language, as well as the application of topics in accordance with the database and the level of learners, has a special place.

Before thinking about teaching proper nouns on the basis of modern pedagogical technologies, please refer to the textbooks and manuals for the presentation of these materials to students, as well as the teaching of names. It will be necessary to get acquainted with the requirements and tasks set by the state educational standards. These requirements and criteria should be followed in the introduction of modern educational technologies.

Based on the State Educational Standards and the National Training Program, it is necessary to form the following competencies, depending on the age of the learners: communicative competence, information processing competence, self-development. competence, socially active civic competence, national and intercultural competence, etc. The teaching of the topics mentioned in the textbooks on

proper nouns on the basis of modern educational technologies should be aimed at fulfilling the above requirements.

Topics on proper nouns are mentioned in the 6th grade of school textbooks, as well as in the 2nd grade of textbooks for academic lyceums. In our opinion, the results of recent research on proper nouns should be sufficiently applied to these textbooks and manuals. This is because the textbooks mentioned above only talk about 4 types of proper nouns. However, the existence of names related to different areas of our lives, and the fact that information about them is not reflected in existing textbooks, causes various misunderstandings among researchers.

At this point, we consider it necessary to take into account a special factor. This should allow the learner to cite the names of people he or she knows well and places he or she is familiar with. This, on the one hand, leads to the development of knowledge in other disciplines carried out in the school, the provision of interdisciplinary connections, as well as a high level of competence.

Subsequent research has focused on the various forms and complex forms of proper nouns, and the ideas presented in textbooks and manuals seem very simple and straightforward to them. Gradually, if we do not transfer the achievements of scientific research to our textbooks, we will allow them to lag behind the times. Today's learners tend to cover a lot of information. From an early age, they learn to work with technology. Their preconceived notion of textbooks can negatively affect teaching objectives.

As the content, goals, and objectives of education expand and develop over time, so do its forms and methods. At present, the main directions of human activity are the emergence of integrated systems, ie technologies that allow them to fully achieve their goals. In recent years, new pedagogical technologies have been introduced in the field of

education. The training of the proper noun system is no exception.

One of the main criteria for choosing interactive methods is that they correspond to the nature of the educational content. It is important to take this criterion into account from this bous. One method reveals the full content of the topic, while the other allows you to master it positively. Another criterion for choosing interactive methods is that they are fully compatible with the learning opportunities of students, that is, to ensure the unity of internal and external conditions for effective learning activities.

There is a tradition of dividing interactive learning technologies into three sectors and dividing them into interactive methods, interactive strategies, and graphic organizers. Scientific and methodological literature as an interactive educational technology includes:

Interactive methods: "Case study" (or "Study cases"), "Blitz-survey", "Cluster", "Syncway", "Conversation" and others.

Interactive strategies: "Brainstorming", "Boomerang", "Gallery", "Zig-zag", "Stairs", "Museum", "Rotation", "T-table", "Round snow", etc.

Graphic organizers: "Fish Skeleton", "BBB", "Conceptual Table", "Venn Diagram", "Insert", "Cluster", "Why?", "How?" and b.

The role of distance learning in the modern education system has risen to a special level today. Distance learning preserves the ability to implement the education system even in the event of various conditions of our daily lives: quarantine, physical limitations, illness in hospitals and other places. There is no doubt that in this system of education, the well-known research work will be based on all modern educational technologies.

The role of multimedia and audio-visual forms of education in the training of proper nouns is invaluable. The most modern technical equipment (lingophone, dictophone, phonograph af, phone, headset, etc.) allows the learner to study materials on a particular topic at a convenient time. While multimedia programs allow learning in direct visual forms, learning based on audio programs can be used by learners with visual impairments, as well as on the street, in transport, while eating, and in general, when it is convenient to hear. can be done.

Multimedia and audio education are among the most popular technologies in the global language learning system. However, much remains to be done to introduce these technologies into Uzbek language education. To this end, the use of experience in learning foreign languages in the teaching of the Uzbek language, in particular, its proper system of nouns, gives a special impetus to the development of the industry.

Summarizing the above, we can say that the use of the latest, modern pedagogical technologies in the training of proper nouns is one of the main factors that ensure that this direction is always up to date. Not surprisingly, this is one of the main conditions for mother tongue education in today's rapidly evolving world.

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