

METHODICAL ANALYSIS OF TEXTBOOKS AND IMPROVEMENT OF EDUCATIONAL TASKS IN THE CONTENT OF MOTHER TONGUE EDUCATION

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ABSTRACT

The current state and prospects for the transition to a credit-modular system for the development of oral competence of students of higher philological education, the principles of a credit-modular system of universities based on advanced foreign experience, recognition of learning outcomes. Substantiated are academic mobility, the accumulation of grades, the interest of teachers and students in science, as well as the introduction of a well-defined assessment system.

INTRODUCTION

It shows the need to further expand the methodological capabilities of (listening and understanding), (speaking), (reading) and (writing) skills based on specific qualification requirements for learning the content of the mother tongue education. This requires the development of a didactic system and a technological model for the development of methodical competence in the teaching of the mother tongue under the conditions of module-credit education and the improvement of didactic conditions for their implementation. Linguistics, the methodology of teaching the mother tongue is based on the competence approach, the development of linguistic competences in the course of the lesson is expected to lead to the improvement of speech competences.

In developed countries, the system of organizing independent educational tasks and educational tasks in the educational process (observations on the problems related to the development of speaking skills (Bright Hub Education) are carried out) It shows the need to increase the level of development of speech competence in educational institutions, especially in the conditions of hybrid education, to accelerate the methodical preparation of teachers in the module-credit system, to improve the system of preparation for the effective organization of didactic-pedagogical activities. becomes relevant.

The main results and findings

In the methodology of the Uzbek language, extensive research has been carried out on the linguistic, communicative and analysis of independent educational tasks and the development of independent educational tasks. However, the pragmatic and linguodidactic features of linguistics in the module-credit system have not been systematically studied. In the Action Strategy for 2017-2021 on the five priority areas of the development of the

Republic of Uzbekistan, "improving the education system, increasing the possibilities of quality education services" is emphasized. Because in module-credit education, independent educational tasks occupy a central place among global issues.

Accordingly, this research is of great importance, aimed at creating independent assignments from linguistics in the module-credit system, studying pragmatically, lexicographically, and determining their pedagogical-didactic value and social significance.

Scientific research aimed at learning the language in hybrid education in the teaching practice of the module-credit system, developing speech competence up to linguo-didactic professional training, and studying its problems in the world's leading scientific centers and higher education institutions, including , University of Pennsylvania, University of California, Northwestern University, Boston University (USA); Australian National University (Australia); University of Nice Sophia Antipolis, University of Bordeaux (France); Oxford University Language Center (England); Peking University (PRC); Sophia University, University of Tokyo (Japan); Baki State University (Azerbaijan); Moscow State University, Bashkortostan State University (RF); Kazakh National University (Kazakhstan); it is also conducted at the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi, Institute of Uzbek Language, Literature and Folklore of UzFA (Uzbekistan). General principles of teaching in the module-credit system, the development of speech competence before linguo-didactic professional training, the first pragmatic ideas in the language system and speech issue, American philosopher and pedagogue John Dewey, Skatkin M.N. did His approaches to the description and classification of educational tasks are used worldwide. On the interpretation of language units, their pedagogical and psychological interpretation, Rubenstein S.L. on methodological

practice Leontev A.N. The categories of perception and understanding in psychology are thoroughly studied in the studies of Ponomarev Ya.A.

In the countries of Central Asia, scientific research on teaching the mother tongue, preserving it, and glorifying it as a national value is carried out continuously. The world's leading scientific centers and higher education institutions, including Mugla University (Turkey), Indiana University (USA), Center of increasing to pedagogical qualification on base Manchesters, Oxford university (Great Britain), Belfield pedagogical university Germany (Germany), It is carried out in many scientific centers, such as Nauchnyy sentr гаминатирных issledovaniy (Russia). The problems of developing speech competence before professional training, the specific features of learning by working on the native language text have been systematically developed. (Ulyanovsky Gosudarstvennyy University); Observations were made on problems related to the development of speaking skills (Bright Hub Education); where competency-based approaches to language teaching are being carried out (Payomi University of National Tajikistan), (South Kazakhstan Pedagogical University, the development of speech competence is set as a priority in higher education institutions. The use of interactive teaching systems in the world education system (interactive Research on e-learn) is carried out in leading higher education institutions and scientific centers, including Purdue University (USA), the UN International Institute for Interactive Education for Sustainable Development (IISD), the problems of mother tongue teaching (Baku: Azerbaijan State Pedagogical University) were conducted. In recent years, a number of scientific-methodological studies on the methodology of mother tongue teaching have been conducted in our country. In particular, linguists such as Sh.Yusupova and N.Dadajonova in their research promoted teaching based on the methodology of working on students' speech in the process of Uzbek language education. And linguists such as A.Gulomov, M.Kadirov, M.Ernazarova, A.Bobomurodova, N.Alavuddinova, V.Karimjonova conducted research on the methodology of working on independent educational tasks and developing creative thinking skills based on mother tongue teaching. went T. Yusupova conducted scientific research on the methodology of teaching the main parts of the sentence. Research scientists H. Ne'matov, A. Gulomov, M. Kadirov, A. Nurmonov, A. Sobirov, B. Mengliev, L. R. Raupova, B. To Among these are the works of linguists such as Khliev, Sh Yusupova, T Ziyodova, O Khunjonova, D. Jumashv. At the same time, these studies are aimed at developing written and oral speech. Such linguists as O. Rozikov, N. Mahmudov, R. Safarova, U. Tursunov, A. Mukhtorov, Sh. Rahmatullaev, H. Alavuddinova, R.R. Sayfullaeva, B.R. Mengliev, L.L. Raupova are among them. Researcher A. Bobomurodova studied the use of game-independent educational tasks in the content of mother tongue education, methodologist T. Ziyadova researched the possibilities of increasing vocabulary of students in the process of mother tongue education and referred to text analysis in the content of mother tongue education did For example, in the Uzbek language textbook (for Russian groups of medical institutes) by K. Turdieva, G. Akhmedova, independent educational tasks that develop thinking in the process of Uzbek language education and methodological approaches to their use are important for higher education institutions. . Regarding methodology, T.T. Ganiev studied the issues of increasing the student's cognitive activity in the process of performing exercises in his native language. A. Hamraev based on the research of the problem of designing the creative activity of the learner in the content of native language education, based on the principles of ensuring coherence, continuity, awareness, interdependence and relevance in the design of creative activity in native language education. Systematic development of students' intellectual potential is scientifically and methodically based.

The use of independent educational tasks in higher education textbooks and manuals cannot be considered regular, the textbooks and manuals created in the following years began to be created on the basis of independent educational tasks. For example, in the textbook "Current Uzbek Literary Language" published by H. Jamolkhanov, questions and independent tasks are listed at the end of the topics. Independent education and

educational tasks are almost never found in educational literature created for education in higher education created before 2000. For example, in the textbook "Current Uzbek Literary Language" published in 1992 by U. Tursunov, A. Mukhtorov, and Sh. Rakhmatullaev, there are no independent educational assignments at all.

Attention is paid to the level of independence of students in completing educational tasks:

- special assignments are given to increase knowledge and information;

- exercises and tasks that teach the application of knowledge in various speech situations are also used.

There is a need to improve independent educational tasks in mother tongue education, and if the following language-didactic requirements are met, the educational task will be relevant and effective:

- to be able to develop several speaking skills while completing one educational task;

- students' conscious approach to the implementation of independent educational tasks, compliance with the didactic sequence in their implementation;

- able to properly communicate with artificial intelligence to find independent educational tasks from modern information sources;

- able to effectively use independent educational dictionaries within the subject. Improved independent educational tasks should comply with the following main psychological-pedagogical goals of problem-based teaching:

- to develop students' thinking and abilities, to improve their creative abilities;

- the acquisition of knowledge and skills acquired by students in the process of active research and independent text analysis, as a result of which these knowledge and skills are stronger than in traditional training;

- it should be suitable for educating an active creative personality of a student who can see, set and solve non-standard problems.

The following thoughts of H. Nematov are equally important for teaching the mother tongue and assigning tasks in it: "The main criterion for choosing knowledge from the mother tongue is its usefulness and practical application. We understand that useful knowledge from mother tongue education is knowledge that ensures the development of the skills of literate writing, creative thinking, and the ability to correctly and fluently express the product of thought in oral and written forms in accordance with the conditions of speech.

Tokhliev B, Shamsieva M, Ziyodova T. in the textbook "Methodology of Uzbek language teaching" states that "the necessary power of mastering independent education tasks is provided on the basis of repetition of knowledge."

By the Ministry of Higher and Secondary Special Education (Primary education, sports and educational work (5141600), philology (5220100), native language and literature of pedagogical institutes (5141300) baccalaureate education O. Rozikov, M. Mahmudov , B.Adizov, A.Hamraev's textbook "Native Language Didactics" is a clear example of this It is formed as a part of knowledge, habit, and tradition. Therefore, we consider it a phenomenon related to the acquisition of speech culture. methods are also involved."

For example, if we refer to the next textbook.

Let's analyze the process of dividing the given words into groups according to their meaning or structure. During the application of this method, mental activity methods such as analysis and synthesis, comparison and concretization are also involved in the process of grouping. Therefore, the methods of linguistic training are formed as a derivative of ways of learning speech culture and mental activity.

In this sense, he becomes specialized in memorizing and repeating questions and tasks. It can be seen that in the process of mother tongue education, the way to problem education was opened through independent educational tasks. Problem-based educational technology provides a transition from performance to creative activity. Today, New Uzbekistan needs creative thinkers, not performers. At a certain stage of problem-based learning, students are not yet able to solve problems

themselves, and therefore the teacher shows the way to research the problem and determine its solution from beginning to end. And students in this method learn to solve learning difficulties, although they are not participants, but observers.

In the education of the mother tongue, the educational method of partial inquiry is also used, the essence of which is expressed in the following features:

- knowledge is not offered to students in a "ready-made" form, they must be produced independently;
- the teacher does not organize the communication or presentation of knowledge, but seeks new knowledge based on various means;
- under the teacher's guidance, students think independently, solve cognitive problems, create and solve problematic situations, analyze, draw conclusions and, as a result, create conscious solid knowledge.

Independent study assignments should be the main part of higher education textbooks and manuals. In higher education, it is necessary to organize separate subjects on the creation of independent educational tasks and their use. Based on the subject and direction of the existing educational subjects, independent educational assignments in higher education can be divided into 3 in terms of content:

1. Independent educational assignments on the subject of "Modern Uzbek Literary Language".

2. Independent educational assignments on the subject "Uzbek language".

3. Independent educational assignments on the subject "Methodology of Uzbek language teaching".

In this place, the content of "Current Uzbek literary language" and other specialized subjects, which are taught in the fields of philology and Uzbek language teaching, is intended to teach the basics of linguistics. In this sense, the independent educational tasks created in this regard should serve to develop speaking skills that encourage students to think, compare one idea with another and give a final conclusion. Self-study tasks in existing textbooks are designed to memorize information and then retell it:

For example, in the textbook "Current Uzbek Literary Language" by A. Jamolkhanov, the following independent learning tasks were not given, but questions were used:

1. What does lexicology study?
2. What is vocabulary?
3. Give information about the purpose and tasks of lexicology.
4. What are the types of lexicology?

Lexicology is related to which branches of linguistics? Reasons?

A modern textbook that teaches a student to work creatively based on the above independent educational tasks. The textbook "Current Uzbek language" created under the co-authorship of professors R.R. Sayfullaeva, B.R. Mengliev., L.L. Raupova is based on research and mainly research methods of teaching, its essence is as follows

Questions and assignments

1. Give information about the department of morphemics.
2. Describe the morpheme.
3. What types of changes in morphemic structure do you know?
4. What is meant by the structural classification of a morpheme?
5. Comment on the words being made.

In this case, the student is encouraged to think creatively, and when we pay attention to the explanation of independent educational tasks, the mother tongue is mainly focused on the content, purpose, and language didactic method.

In addition to higher education, textbooks created for the general secondary education system, linguist professors Kadirov M., Nematov H., Mengliev B. and others in the Mother tongue textbook for the 8th grade, partially research and mainly based on research (research) methods, its essence is as follows, for example, in the "Homework" column, it can be seen that the condition of the exercise encouraged the student to study independently.

Traceability will have the following properties:

- the teacher formulates a problem together with students, the solution of which is determined in the group during the lesson;
- knowledge is not shared with students. In the process of studying the problem, the students take it independently, compare different forms of the received answers. The means to achieve the results are also determined by the students;
- quick management of the teacher's problem-solving process;
- the educational process is distinguished by its high intensity, interest in teaching increases, and the acquired knowledge is deeply differentiated.

As self-study assignments form the core of everything from general education to higher education textbooks, self-study assignments encourage creative inquiry and logical thinking.

It is also necessary to touch on the issue of textbooks. The content of education is described in detail in educational literature (textbooks, reference books, books for additional reading, atlases, maps, sets of tasks and exercises, notebooks based on print, etc.).

The main type of educational literature is a textbook - an important source of knowledge for future specialists, one of the main means of learning.

Working with a textbook is the main type of method of oral presentation of the material.

Thus, didactic and methodical approaches, knowledge, skills, and potential that ensure the student's intellectual development are reflected in the framework of human psychological (individual typological characteristics) and psycholinguistic didactic (play, study, work) experience.

Modern higher education textbooks should be stable and mobile. In accordance with the requirements of stability, the textbook should have a solid foundation. Mobility provides an opportunity to quickly introduce new knowledge and skills without breaking the basic design. The content of the textbook includes the main component of the text (texts-descriptions, texts-short stories and texts-evidences of different speech styles) and non-text auxiliary components (structure of organization and mastery). In this place, educational tasks play a great role as a learning structure.

The textbook should ensure the conscious and active participation of students in the educational process, the full basis of the educational material. Modern textbook performs the following didactic tasks:

- encourages students to study subjects, arouses enthusiasm;
- allows the student to expand knowledge based on existing methods of information, data presentation and search;
- includes the ability to check the progress and results of the lesson, self-assessment and correction, as well as the ability to complete independent educational tasks to develop the necessary skills.

It became clear from the observations that the skills-building, repetition-based exercises, tasks used for testing, and questions that teach thinking are still valid even today in the textbooks published in the early years (1930-1940) when the Uzbek language was formed as a science. It is not found in the textbooks. Under the term general exercise, there are recommendations in the description of a simple task. Even in the higher education system, independent exercises and assignments are not mutually exclusive. Students do not practice on their speaking problems. Independent learning assignments specialize in traditional rote learning. Questions do not encourage thinking. The textbook "Native language didactics" authored by O. Rozikov, M. Makhmudov, B. Adizov, A. Hamraev notes that orthographic exercises are organized depending on the phonetic, lexical, morphological and syntactic phenomena of the language. With the help of such exercises, the acquired knowledge of phonetics or morphology is strengthened and orthographic skills are formed.

Task 6. Divide the word into syllables and write it with a hyphen. Jam, mentor, grateful, initiator, conflict, child, zabardast, enjoy, morning, listen, flame, thin, groan, thousand feet, river.

When practicing on the basis of this task, the knowledge learned from phonetics will be strengthened and orthographic skills will be further developed. Because of this, we consider it as a phonetic-orthographic exercise.

At this point, it is necessary to distinguish the terms "exercise",

"assignment" and "question" by G. Hamroev, and to pay attention to his comments about their role and importance in language didactics. The methodologist-scientist initially divided educational tasks into three types in M.Saidov's educational materials and distinguished them among themselves, and often, teachers during their work activities independently "exercise", "assignment" and "problem" are confused, agreeing with the opinion of Doctor of Pedagogical Sciences Askar Ghulomov that "exercise is both a form of educational task and a specific method of teaching" and the task is a part of the exercise, he expresses his approach in this regard, recognizing that the task is expressed in the condition of the exercise, that the task represents a narrower concept than the exercise, that is, independent education is carried out by the educational tasks contrary to the scientific conclusions reached in previous scientific analyses, the independent educational task is not a part of the exercise, but on the contrary, the inclusion of exercises in the part of the task is based on the fact that it is a bigger, wider concept than the question and the exercise in terms of the task.

Phonetic exercises. Speech sounds, vowels and consonants, voiced and unvoiced consonants, syllables, types of syllables (open and closed syllables), accent are included in the series of exercises. Let's give an example.

Task 1. Replace the dots with the appropriate sounds and read the words. Tree., sus..., gish..., blood..., kish..., pish..., boy..., friend..., pas., monan.. , pisand..., mush..., Lexical exercises. Meanings of words, literal and figurative meanings of words, polysemous words, words and terms and their similarities and differences, antonyms and synonyms, homonyms, lexical exercises are used to teach and strengthen theoretical knowledge such as vocabulary, rich sources of the lexicon of the Uzbek language. For example, here is a task designed to practice antonyms.

But when we analyzed the textbook "Methodology of Mother Tongue Teaching" written by A. Ghulomov, M. Kadirov, M. Ernazarova, A. Bobomurodova, N. Allavutdinova, V. Karimjonova, published in 2012 for students of higher education institutions, we found that the independent content of the textbooks Educational tasks are mainly based on grammatical analysis, teaching and strengthening of grammatical rules, purely theoretical on the basis of morphological analysis. serves to develop skills. Below are examples of such tasks and exercises in the development of speaking skills. However, the method of creating questions is not given independently.

During the game "This word is ours", the teacher recommends a number of words related to the noun group to the students using a portable board or an overhead projector. A certain amount of time is devoted to writing abstract nouns from these words separately and interpreting their meaning. Given words: book, happiness, throne, freedom, peace, feeling, sumac, happiness, spring, wheat, mill, love, picture, freedom, courage, value, loyalty. An attempt was made to motivate the students by saying that the group that finds the horse quickly and correctly is the winner of the game.

When we analyzed the "Uzbek language" study guide for Russian groups in 2004 by M. Mirgosimova, Sh. Alimova, O. Zoitova, N. Umarova, it became clear that tasks and questions perform the same task. In higher education, as a rule, textbooks related to a specific educational subject, during the course of the lesson, even after the lesson, the student and the teacher provide knowledge and information on this subject. is the main means of obtaining. Since "Orthography" and "Orthopeia" departments are directly related to speech skills in the teaching of the subjects "Modern Uzbek literary language" and "Uzbek language" in the higher education system, the means of teaching them are also the same. closely related to each other. As G. Hamroev rightly noted, it is necessary to approach the terms exercise and assignment in a different way. Although the terms "exercise" and "assignment", which are often found in textbooks and manuals, are related to each other, there is no synonymous relationship between them. However, based on our observations, we can say that in a number of textbooks and manuals that have been in use for many years, there are cases where these two concepts are confused, one is used instead of the other: "Exercise 333. Divide

the words in the given poetic verse into vowels and consonants. It's bad if a good person doesn't see it. Anyone who is bad is punished."

"Task 2. Divide the sentence into determining, complementing, and conditional compounds.

As can be seen from the cited examples, the assignment and content of exercises and independent learning tasks in textbooks do not differ from each other. In both of them, the task "separate" is given.

The "Uzbek language" textbook, created with new content, has a new approach to independent educational tasks. In it, students are given more independent tasks. Another important aspect of this is that the student is given a specific task to complete independently. Most of the current textbooks have independent learning assignments and questions as independent assignments. It can be completed by a student in a short time, it may not be of practical importance. Now we will focus on the content of the "Uzbek language teaching methodology" textbooks. In it, we will consider the use, content, form, and composition of independent educational tasks.

Task 1:

- a) read the text, fully understand the content of the text by listening;
- b) highlight key words and phrases in the text;
- d) express the main idea in the text in writing.

Task 2. Memorize the following key words: Administrative [related to management, administration] - related to administration. It is carried out by the administration.

The advantage of the textbook is that the educational material of the independent study assignments is adapted to the specializations of the students. Exercise examples are not given in this part of the textbook. In general, there should be an exercise related to the topic in each training session.

The following educational tasks were used in the content of the textbook "Methodology of teaching the mother tongue" prepared for primary education courses of higher educational institutions: Questions and assignments

1. What is the subject of mother tongue teaching methodology?
2. What issues does methodology study?
3. Describe the main tasks of the mother tongue teaching methodology.
4. Describe the main sections of the method of teaching the mother tongue in primary grades.
5. Explain the methodological foundations of the science of mother tongue teaching methodology.

The next assignment has a pedagogical-methodical orientation description and serves to acquire vocabulary and develop writing skills in the student based on independent work.

It should not be forgotten that one of the most important requirements for mother tongue education is to prepare students for the activity of independent expression of their thoughts based on the activities of future specialists.

This textbook, published in 2009, provides good recommendations for students - future professionals on student evaluation, educational material that serves as an evaluation criterion. The following criteria should be used when creating independent educational assignments:

Although the educational content and organization period of the preparatory classes are not the same, it is recommended to determine the following in order to study the speech preparation of my child during this period:

1. Determination of reading skills. a) reads the word by heart; b) reads in syllables; d) reads by letter (wrong reading); e) knows a lot of letters, but does not know how to read; f) recognizes some letters.
2. Writing skills. a) knows how to write all letters, writes words (printed or written); b) knows how to write only some letters (printed or written); d) does not know how to write at all.
3. Readiness to analyze sound. a) divides the word into syllables; b) separates the sound in a word or syllable; d) pronounces all sounds correctly; e) pronounces some sounds incorrectly (which sounds are taken into account); f) Attention is paid to the high or low speech, diction.
4. Verbal connected speech. Reciting the poem by heart. a) knows 3 or more poems, recites them with pleasure; b) knows 1-

2 poems, is shy to say them; d) he does not know how to recite any poem by heart.

5. Verbal connected speech. Telling a story. a) knows and can tell one or more fairy tales; b) knows a fairy tale and tries to tell it, but cannot tell it; d) he does not know how to tell a story, he does not try to learn.

6. Verbal connected speech. Comment ("Tell me what you see in the picture").

a) can compose a connected story of more than 20 words, several sentences;

b) can compose 10 to 20 words, several sentences;

d) can answer up to 10 words in the form of connected speech;

e) can give a short answer in 3-4 words.

Grammar exercises. Grammatical exercises are initially divided into two groups: morphological exercises, syntactic exercises. Morphological exercises are used in the processes of strengthening theoretical knowledge of word composition, word formation, additions, word groups, independent and auxiliary words. Morphological exercises are the main factor in the formation of intellectual skills in various morphological phenomena - independent and auxiliary word groups, various morphological categories - types and inflections. Let us give an example of morphological exercises. Task 3. Move the dots to the axis of the parentheses by placing the appropriate noun-forming suffixes. Do something bad. (-iq,-ik, -ig')i more. On the basis of syntactic knowledge, syntactic exercises are used to form intellectual skills related to sentences, word combinations, types of sentences according to the purpose of expression, parts of sentences, simple and compound sentences. Examples: Task 4. Find fillers instead of dots. Man's face.....hot. An ignorant person.....builds a building. Task 5. Turn the given excerpts into appropriate sentences. 1. "If the people are motivated, their hope will not be a dream," Sayramov said with a meaningful laugh. 2. "Let not wheat be your bread, let your words be sweet," says our wise people.

CONCLUSION

Taking into account that not all students studying primary education in the higher education system will become Methodist scholars, the content of the above-mentioned question and independent study tasks may change a little.

Therefore, the main attention should be focused on the content of the educational materials in the textbook, in particular, the independent study assignments, the structure of the questions and, of course, the content.

Even in the process of higher education, methods and tools aimed at a specific goal are consistently defined. One of the means to achieve the specific goal of this education is the HE textbooks. The concept of a textbook is one of the most important components of education. Certain terminological meanings are given in this concept in several scientific sources.

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