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## A Concept of Upgrading the Content of Mother Language Education

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**Abstract:** In the article, updating the content of mother tongue education, the structure of modern mother tongue textbooks, activation of work on introducing innovative approaches to teaching mother tongue through educational tasks; improvement of scientific, methodical, psychological and pedagogical support system development for mother tongue teaching; It is thought about the important task of today to involve the latest achievements of ethnolinguistics in the educational process.

**Keywords:** exercise, concept, educational material, textbook, innovative approach, speech, listening, training.

### Introduction

Today, systematic work is being carried out to increase the prestige and status of the Uzbek language as a mother tongue, and to introduce modern teaching methods. The new language policy formed in the country also imposes necessary requirements on its education. The main criterion for choosing knowledge from the mother tongue is its level of usefulness and practical application. We understand useful knowledge of the mother tongue as knowledge that serves to form the skills of children's literate writing, creative thinking, correct and fluent expression of the product of thought in oral and written forms in accordance with the speech conditions, and ensures their education and development in the spirit of high human qualities.

As long as this is the case, the exercises and tasks included in the mother tongue textbooks should serve to develop a range of linguistic knowledge in the students in the mother tongue. In the early years of independence, systematic studies were conducted on the selection of educational materials, which are the basis for the creation of educational tasks, and the determination of the purpose and content of mother tongue education.

In fact, the mother tongue and national words are the basis of intellectual development and understanding of the world. It is very important to take care of the timely development of the student's speech, to pay attention to his literacy. The more rich and logical a student's speech is, the easier it is for him to express his thoughts, the wider his ability to understand the world and existence, the more students can engage in meaningful and meaningful communication with peers or adults in various speech situations, and the more active their thinking is in development. All this depends on the correct guidance of the student through the educational tasks, asking the right questions, and giving meaningful and logical answers during the lessons. The student receives initial information about the surrounding world and human activities through the native language used at home, in the classroom and on the street. For him, the first task of the school is to teach children to speak fluently and logically in their mother tongue. The better students can speak in their native language, the more vividly, beautifully and meaningfully they can express their thoughts in oral and written form. Therefore, the most important issue today is to bring mother tongue education closer to life, to strengthen its practical importance. The linguistic

landscape of the world and national cultures are formed in the student's thinking through the mother tongue.

Students should learn the national mentality, life, and cultural heritage of the nation through the mother tongue. Of course, this is done through the development of pragmatic educational tasks. In native language classes, students learn the rules of the language based on questions and assignments. The sentences and texts given in the exercise serve to increase the student's vocabulary, but how to work on them remains a problem. In mother tongue classes, they not only teach understanding, comprehension, and speaking, but also make sure that mother tongue is a living and natural language if they are directed to educational literature through assignments.

### **Analysis and results.**

Resources are not a problem in the age of information technology if the instructional tasks are properly used in the mother tongue classes, and if the students are properly guided through the tasks to work with the information. Now is the time to train knowledgeable students. The demand of today's era is to educate students who know and learn. If the student is asked the right and purposeful question, if he is taught to perform tasks useful for life, if the necessary speech skills are developed through training, then there are conditions for the development of creative thinkers. will be created.

Kh. Mukhitdinova says about the importance of educational tasks , including exercises : \_ \_ \_ \_ \_  
\_ \_ \_ \_ One of the most important tasks facing specialists of Uzbek language education is to improve the content and types of exercises aimed at teaching the Uzbek language in the classroom, in the course of the lesson, and to find ways to adapt them to modern educational exercises" [1].

Educational tasks are important not only at school, but outside of school, in the family, on the streets. When asking questions to a student, parents, neighbors, and others should take into account his age, intellectual ability, and psychophysiology. Teaching the child from a young age to observe the surroundings, to ask questions aimed at obtaining information about things that he did not understand and saw for the first time, is, first of all, the duty of parents. By the time a student enters school, he will be able to speak his mother tongue and understand the words of those around him. Therefore, the task of mother tongue education will not be to teach the student to speak and listen. Taking into account that these two types of language skills are absorbed by the child from the moment the language comes out, it is clear that the first skills that are formed in the education of the mother tongue at school are the teaching of reading and writing, but these are four important elements of language education. - doesn't mean you should stop working on your speaking, listening, reading and writing skills.

In contrast to mother tongue education, the main part of the exercises performed in the process of learning another language is focused on the formation of communication skills, and later some methodologists recommend dividing such exercises into speech exercises and language exercises. [1] is extremely correct, and exercises are considered as a means of developing speaking skills.

Speech skills are formed by mastering 4 main types of speech activity: reading, listening, speaking and writing, and the ability of students to independently apply the knowledge acquired during the period of learning a second language in practical speech activity helps to form speech competence.

According to IAZimnyaya, "competency is the achievement of high perfection of actions as a result of exercises and the automation of speech processes" [2].

H. Mukhitdinova, the process of speaking and communicating requires the most effective level of lexical, grammatical and phonetic formalization of thought - highly automated speech skills, i.e. the formation of speech skills [1] .

The most important indicator determining the quality of education are the tools involved in both the formative and testing process - a system of exercises, as well as questions and assignments. These are the content of mother tongue education and the basis of teaching methodology.

The concept of educational content is interpreted differently in scientific and methodological sources. In particular, Russian pedagogues-scientists I. Ya. Lerner [6] and MNS students view educational content as part of a rich social experience that is selected for learning and designed to be mastered by students.

Along with the concept of "educational content", the term "*learning material*" is also used in scientific sources. In didactics, the concept of educational material is used in broad and narrow senses. In a broad sense, it is equivalent to the concept of "educational content", and in a narrow sense, it is understood as a system of knowledge, skills and abilities that should be learned at a certain level, adapted to the students' learning.

The content of education includes 1) educational plans, 2) educational programs, 3) textbooks and 4) educational and methodical manuals. The mother tongue curriculum and textbooks contain language materials selected for students' learning and adapted to their mastery [5]. The statement that the most advanced examples of national thought and ideology should be reflected in school textbooks, in our opinion, is more relevant to "Mother Tongue" textbooks.

*sayings, wise words, figurative expressions, phrases*, which are the most advanced products of thinking that have come down to the present day from the ancestors, in general, from the geniuses of mankind, should form the content of mother tongue education, not in a dozen of them, but in every lesson, in the composition of every educational assignment. productive use is desirable. Such folk and national masterpieces, inculcated in the thinking of students in their place and at the right time, create the basis for deepening their thoughts, expanding their worldviews, and being able to express the product of their creative thinking in a fluent, clear and understandable way.

Current programs and textbooks should encourage the student to search for a suitable language according to the goal of mother tongue education. In such conditions, the most important part of the textbook should not be a theoretical database, but educational tasks that teach the student to use the countless opportunities of our native language effectively and appropriately. Because native language education at school does not aim to train a linguist, but to deliver a creative thinker who can widely use language possibilities to the society. Therefore, the educational tasks can be considered demanding only if they can motivate the student to search. Also, tasks provide students with purposeful, effective work on the subject, and are used to evaluate and test the skills and competencies acquired during the training.

In school, a textbook related to a specific educational subject is the main tool and support for the student and teacher to provide knowledge and receive information on this educational subject, both during the lesson and even after the lesson. Therefore, the main attention should be focused on the composition, structure and, of course, the content of the educational materials in the textbook. The statement that school textbooks should reflect the most advanced examples of the nation's thinking and ideology, in our opinion, is more relevant to "Mother Tongue" textbooks. Proverbs, *sayings, wise words, figurative expressions, phrases*, which are the most advanced products of thinking that have come down to the present day from the ancestors, in general, from the geniuses of mankind, should form the content of mother tongue education, not in a dozen of them, but in every lesson, in the composition of every educational assignment. productive use is desirable. Such folk and national masterpieces, inculcated in the thinking of students in their place and at the right time, create a basis for deepening their thoughts, expanding their worldviews, and being able to express the product of their creative thinking in a fluent, clear and understandable way.

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Some of the educational tasks in the school textbooks, which are currently in effect at the republic level, cannot meet the specified requirements. First, "*Find and describe the vowels in the text*", which are often found in native language classes, cannot be evaluated at the level of educational tasks, because they hardly create enough skills and competencies that can serve to form and develop creative thinking in the student.

Comparing the textbook to a steam train, the desired result can be achieved if dictionaries related to each subject, including spelling dictionary for orthography, collection of pronunciation exercises for orthoepy, explanatory dictionary for lexis, morpheme dictionary for morphology, etc. are used effectively as its carriages [3]. In the age of information technology, the database is not a problem. If the task part of the textbooks is perfect, systematic and carefully developed for him would be appropriate.

Today's mother tongue education requires increasing the student's vocabulary, regardless of the level of the language taught in school, even in the teaching of phonetics, thereby achieving the ability to express their thoughts independently, fluently, concisely and attractively in oral and written forms. It is difficult to achieve this goal effectively without special lexical resources, which are considered to be an unparalleled treasure of the Uzbek language.

Not only in the teaching of phonetics, but also in the teaching of all levels of the language, the use of examples of *matals*, *riddles*, *quick sayings*, *anecdotes*, *praises*, *terms* and *epics* as analysis material can serve as an important tool for achieving efficiency in mother tongue education and raising a mature generation.

### Conclusion

New approaches to teaching the Uzbek language as a mother tongue are being introduced, the initial goals of which are reflected in the content of primary school mother tongue textbooks. The new integrated textbook "Native language and reading literacy" is intended to prepare students for various speech situations, to develop speaking skills, but the part of the educational tasks of these textbooks is not adapted to overcome the big goal set ahead. If we take into account that the content of the lesson, the teaching of the mother tongue, is revealed by the educational tasks, it is known that the newly created methodology is of great importance in the educational content. Educational tasks form the basis of the methodology. The basis of reforming the method of teaching the mother tongue depends on how to set exercises and tasks and what questions to ask. This shows the need to improve educational tasks in mother tongue education today. Therefore, students should be given knowledge and skills that they can use in any situation during their life. The fact that new approaches are being put into practice in a timely manner, and the source of the problem is identified even though it is late, makes it possible to improve this process.

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