

Innovations and Foreign Experience in the Use of Textbooks in Mother Tongue Teaching

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ABSTRACT. The article discusses the role and place of the use of dictionaries in the teaching and learning of the mother tongue, the innovations and best practices in this area.

KEYWORDS: Mother tongue, education, innovation, lexicography, dictionary, language, speech, dictionary, explanatory, cognitive, lexical, grammatical, linguistic, manual.

In general secondary education, students are directed to independent and creative thinking, to introduce them to the national identity, to create a spiritual and enlightenment revolution in their minds, to communicate in various spheres of social, economic and cultural life, communication and to be able to use the Uzbek language freely, effectively and correctly in all types of communication, to enjoy its unlimited potential, to form the necessary skills related to mastering the secrets of speech etiquette. After all, the main goal of mother tongue education is to cultivate creative thinking, to express the product of thinking in the native language of each school graduate in written and oral ways, correctly and fluently in accordance with the conditions of speech, to convey the opinion of others. It is the formation of skills of acceptance, the formation of skills.

Working with cognitively based native language textbooks has increased the demand for textbook aids, dictionaries, and various databases. The state educational standard for general education includes dictionaries as an information bank, along with textbooks, among the necessary tools for teaching the mother tongue. In our linguistics, a new term "dictionary" has appeared and become popular.

As mentioned above, research on the history of lexicography confirms that the first dictionary samples were created for the school, and that all general dictionaries are an improved version of school dictionaries.

The high efficiency of dictionaries in the process of language teaching and learning, and the fact that the results exceeded expectations, led to a further expansion of the scope of educational lexicography. Dictionaries, whose main function is to teach foreign languages or to interpret words whose meaning is not clear, have been recognized as an important tool for teaching the mother tongue since the early twentieth century. The emergence of efforts to create a special dictionary for the modern school coincides with the introduction of advanced pedagogical technologies in education, in particular, the transition from retroscope education to the method of verbal cognitive education. It is known that cognitive education is several times larger than the textbook of retroscope teaching aids, the student can work independently, the necessary information database - dictionaries, encyclopedias, reference books such as the search for native language treasures. After all, a student who has enough information from the textbook does not need to research and work independently. Cognitive education technology, which focuses on finding students and drawing independent conclusions, has been recognized as the most effective method in modern pedagogical practice and has been introduced into the education system in a number of developed countries since the early twentieth century.

Experience has shown that dictionaries last 4-5 times longer than textbooks. One dictionary will serve a family for at least 20-30 years. The dictionary teaches the student to work on himself, to be his constant companion, a grateful helper who can answer all his questions. Current textbooks, which are a means of developing creative thinking and oral and written speech, will not be able to function unless the necessary dictionaries are created for students. However, if

the exercises and assignments in the native language are intended to work with a set of dictionaries, encyclopedias, reference books, texts, which are an auxiliary tool of the textbook, only algorithmic, research-oriented exercises and the size of the textbook consisting of assignments is reduced several times. And that, in turn, saves public money.

The Sumerian and Akkadian tribes that existed in ancient Mesopotamia in the 4th and 3rd centuries BC spoke different languages and were in constant socio-political contact with each other. This has led to the need to create different school textbooks to learn these languages. Lists of plants, fruits, mountains, rocks, trees, leather, pottery, gods, temples, and various objects that help to read the Sumerian and Akkadian languages have been compiled, and how they are written in each language. Based on this, syllabic speakers with syllables were created to help learn both languages. The first examples of such speech and a set of grammar exercises for schools were found in the library of the ancient Sumerian temple in Nippur, which led to the creation of the first textbooks for language learners. Most of them, in addition to teaching the language, formed a system of tasks such as teacher's question, student's answer, translation from one language to another, written exercises, word memorization.

The oldest examples of ancient dictionaries are mainly devoted to the interpretation of words whose meaning is not clear. The earliest examples of such dictionaries are those of Aristophanes of Byzantium (III-II BC) and Dionysius of Thrace (II century BC) found in Egypt and Mesopotamia. While A. Byzantiysky's dictionary is devoted to the interpretation of words whose meanings are not clear in the works of ancient literature, D. Frakiysky's dictionary differs from it and is intended directly for schoolchildren. The dictionary is grammatical and the words are divided into categories. In a sense, this dictionary can be considered as an ancient version of the ideographic dictionary.

The Greeks also encouraged the Romans to create dictionaries, and as a result, the Romans also focused their lexical research on creating dictionaries for schools. Roman teenagers between the ages of 12 and 16 were brought up in Hellenistic schools, and Greco-Roman culture, language, and literature were taught together. The ancient Roman theorist and educator of speech culture, Quintilian (1st century), in his 12-volume work *On the Literacy of the Speaker*, also discusses the theory of translation during his study of the art of speech. He refers to the translation as "daily study" in his example of translating from Greek into Latin.¹

Greco-Latin linguistic traditions spread from Rome to Western Europe, from Byzantium to Southern and Eastern Europe, and gave rise to grammatical and lexicographic research in France, Italy, England, Bulgaria, Russia, and other European countries. All these spiritual upheavals formed the only Greco-Latin linguistic tradition that permeated the culture of the ancient East.

Indian lexicography also had a special place, as most of them were devoted to glossaries of unfamiliar words in religious literature, such as ancient dictionary samples. The most famous Sanskrit dictionary is the *Amarakosha* educational-ideographic dictionary of Amarasinh (VI-VIII centuries). Along with Indian lexicography, Arabic and Persian lexicography also greatly improved and played a major role in cultural and spiritual development.

If we look at the history of lexicography, we can see that the first dictionaries were based on educational purposes. Some of them were devoted to the interpretation of unfamiliar words (glossary), some to the development of speech culture, and some to the teaching of the peculiarities of the spoken language of a particular state. The analysis of the first compiled dictionaries showed that even their naming was adapted to the educational process, focused on education: the first Latin-English dictionary, created in 1500, "*Treasure for Children*" ("*Promptorium parvulorum*"), This is evidenced by the fact that the first translated dictionaries

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in French and Latin, created in 1487-1507, were called "Seminarium et planetarium fructiferarum", "Concise Dictionary for Children" ("Diktionariolum puerorum").

Dictionaries played an important role in interlinguistic relations, and in the Middle Ages the creation of translation dictionaries of Latin, Greek, and Old Slavic languages in Europe became the main task of lexicography. The role of dictionaries has been identified in the teaching of foreign languages.

Most of the translation dictionaries created in Europe in the 14th and 15th centuries were related to Latin:

Language	Dictionary type and publication time	
	Passive dictionary	Active dictionary
English	1500 - Latin-English	1499 - English-Latin
Spanish	1490 - Latin-Spanish	1495 - Spanish-Latin
French	1487 - Latin-French	1507 - French-Latin
German	1467 - Latin-German	1482 - German-Latin
Czech	1511 - Latin-Czech	1560 - Czech-Latin
Polish	1564 - Latin-Polish	1621 - Polish-Latin
Russian	1596 - Latin-Russian	1704 - rus-Latin

In European schools, Latin has been taught for centuries on the basis of Comenius's Dictionary of the World of Sensual Thoughts in Pictures (8,000 words, first published in 1658). At the time, it was called the Book Minimum and was highly valued in modern teaching. As a result of Comenius's tireless work, a series of illustrated textbooks on the subject was created. That is why teaching in Europe is historically linked to ancient Greek national textbooks. The school lexicography network was formed in English, French, Spanish, and German studies in the early twentieth century, and in Russian studies in the mid-twentieth century, separated from general lexicography.

In Europe, the original textbooks were translated into English, French, and Germanic languages, but later a number of textbooks were developed to study the internal rules of the languages.

Apart from the Chinese linguistic tradition, the creation of large-scale interpretations in Europe is due to the formation of national languages: the Italian Dictionary of the Kursk Academy (1612), the Dictionary of the Russian Academy (1789-94) and others. The historical roots of the textbooks go back several centuries from the creation of the commentaries.

It seems that dictionaries naturally interfere with the teaching of foreign languages. Their historical connection to the text, grammar, and various exercises dates back nearly 50 centuries. The above leads to the conclusion that educational dictionaries appeared much earlier than general dictionaries, that educational vocabulary is not based on general vocabulary, but on the basis of general vocabulary textbooks.

Just as pedagogy is older than other disciplines, as discussed in previous chapters, textbooks have appeared in the history of lexicography before all other types of dictionaries.

The history of lexicography in Russian linguistics begins with the dictionary "Лексикон словеноросский, имен толкование" by the Ukrainian

scholar Pamba Berinda, created in 1627, which explains the meaning of words in the language of ancient Russian written monuments of the late XIII century. Later, "Dictionary of the Russian Academy" (1790-94, 43,257 words), "Alphabetical Dictionary of the Russian Academy" (1806-22, 51,388 words), 4-volume thesaurus of VIDal Large explanatory dictionaries of the type "Толковый словарь живого великого русского языка" (1863-66) were created.

The study of dictionaries on a scientific basis begins with the work of the first English lexicographer S. Johnson in the XVII century, in the early XIX century French linguists J. Dubois, K. Dubois, G. Matore, K. Buck, in Spanish linguistics J. Malcolm. Later, the improvement of this branch of lexicography in Russian linguistics will be on the agenda as a matter of national importance. In 1966, the Socio-Vocabulary Sector (later transferred to the A.S. Pushkin Institute of the Russian Language) was established at the Russian Language Research Center of Moscow State University. In 1969, the First International Conference of Teachers of Russian Language and Literature was held, which discussed the issues of financing the creation of textbooks and publishing. Symposiums and traditional conferences of representatives of the "Educational Dictionary" sector of the Russian Language Institute named after A.S. Pushkin will be held in Leningrad, Samarkand, Minsk, Tashkent, Odessa, Cambridge (USA), Amerst (USA). ; more than 50 research papers were conducted on the topic, and more than 30 school dictionaries were created. The First All-Union Conference on Vocabulary and Vocabulary Teaching Methods were held in Moscow on January 23-30, 1996. The Third International Congress of Teachers of Russian Language and Literature (MAPRYAL), which took place in Warsaw on August 23-28, 1996, also has a separate Center for Educational Dictionaries. devoted to topical issues. As a result of these actions, the Russian educational lexicon has risen to a higher level and achieved great success.² The service of P.N.Denisov, L.A.Novikov, S.G.Barkhudarov, V.V.Morkovkin, Y.N.Karaulov, M.A.Skopina, V.N.Sergeyev, V.A.Redkin, A.V.Tekuchev, Z.A., D.E. Rosenthal, etc. were great. P.N. Denisov, L.A. Novikov's "Questions of textbook lexicography" (1999), S.G.Barkhudarov, LANovikov's "What should be a textbook dictionary?" (2001), P.N. Denisov's "Essays on Russian lexicology", created in the 70-80s of the last century. "(2004), M.A.Skopina's "Problems of selection of lexical material in educational lexicography" (1975), V.A. Redkin's "Actual problem-solving lexicography" (1977), V.G. Gak's "General questions of educational lexicography" (1977), NMSHanskiy, Y.A. Bistrova's "Lexico-phraseological system and teaching dictionary of the Russian language for the national school" (1977), P.N. Denisov, VVMorkovkin's "Problems of textbook lexicon" (1977), Z.A. Potikha, D.E. Rozental's "Linguistic Dictionaries and Work with them in school" (1987), R.A. Budagov's "Explanatory dictionaries in the national culture of peoples" (1989) became the basis for the scientific development of Russian educational lexicography and about a hundred thematic schools, created a theoretical basis for the emergence of nouns. A.V. Tekuchev and B.T. Panov's "Grammatical and orthographic dictionary of the Russian language" (1977), A. Zhukov's "School phraseological dictionary of the Russian language" (1965), Z.A. Potikha's "School dictionary of the Russian dictionary" (1964) "(1967), M.S. Lapatukhin, "School Dictionary of the Russian Language" (1965), Natikhonov's "School Dictionary of the Russian Language" (1967), N.V. Odinnov, "School Dictionary of Foreign Languages" (1969) were the first school dictionaries to serve the thorough teaching of the Russian language.

It is obvious that the dictionary in Europe was fully formed in the second half of the last century, and now it is working on the creation of modern, improved versions of textbooks, their electronicization. In this regard, K.Petrova, I.V.Azarova, O.A. Mitrofanova, A.A. Sinopalnikova, I.G. Gelfenbeyn, A.V. Goncharuk, V.P. Lexelt, A.A. Lipatov, V.V. Shilo, Y.N.Karaulov, Y.A. Sorokin, YF Tarasov, NV Ufimseva, GA Cherkasova and others deserve special mention. In recent years, K. Petrova's "Associative Dictionary of WordNet", I.B. Azarova, O.A.Mitrofanovava, A.A.Sinopalnikova's "Computer thesaurus of the Russian language type

WordNet", I.G. Gelfenbeyn, A.V. Goncharuk, V.P. Lexelt, Avaliphatov, Y.N.Karaulov, Y.A.Sorokin, Y.F.Tarasov, N.V.Ufimseva, G.A. Cherkasova's modern dictionaries consisting of four books, such as "Russian Associative Dictionary", testify to the development of modern Russian lexicography. In particular, from 2005 to 2010 under the series "Dictionaries of the Russian language for schoolchildren" authored by Vvedenskaya Lyudmila Alekseyevna created and re-published more than twenty modern color, decorative, high-quality, thematic textbooks, their electronic versions (Vvedenskaya L.A. "Учебный словарь омонимов русского языка" 2005-2010.; "Школьный орфоэпический словарь русского языка" 2006-2010.; "Учебный словарь паронимов русского языка" 2005-2010.; proves how much attention is paid in Russian linguistics not only to linguistics, but also to the educational lexicon of the state.

Not only in Uzbek linguistics, but also in world linguistics, dictionaries are recognized as an important tool for improving the effectiveness of education. In developed countries, educational lexicography has developed rapidly in the 40s and 50s of the last century, hundreds of special types of dictionaries have been created for each level of education (from preschool to high school), which have become part of school textbooks. It is noteworthy that today more than fifty encyclopedias have been created for Russian secondary education. As an appendix to school textbooks in the series "Encyclopedia for children" published by "Avanta" publishing house in the volume of 73.92 printed plates "Языкознание. Русский язык" encyclopedia, "Encyclopedia of Greek philology", "Encyclopedia of Greek astronomy", "Encyclopedia of Greek biology", "Encyclopedia of Greek zemledeltsa" (a series of dictionaries in this series), "Большая школьная энциклопедия" and more than school dictionaries confirm our opinion. Of course, the publication of textbooks is determined by the development of their scientific and pedagogical basis. For example, during the former regime, this issue was raised as an urgent task in the Russian language, great achievements were made in the theory and practice of educational lexicography, the scientific and pedagogical basis of educational dictionaries, their importance in the educational process, studies were performed and the results were applied to lexicographic practice.

However, in Uzbek science, neither theoretical nor practical aspects of educational lexicon have been addressed. While no dictionary has been developed for general secondary education, its theoretical issues have not even been raised as a problem. With more than 50 textbooks for Russian schools, only one Spelling Dictionary has been created for Uzbek schools until recently. As we have seen, current textbooks, which are a means of developing creative thinking and developing oral and written speech, will not be able to fully function unless the necessary dictionaries are created for students. This puts the Uzbek national dictionary on the task of developing and compiling guidelines for the creation of thematic dictionaries for secondary education.

Dictionaries develop students' ability to think independently, to express themselves freely, to pronounce correctly, to write correctly - to form a culture of speech. It can be a great help not only in the teaching of the native language, but also in the teaching of mathematics, physics, chemistry, biology, literature, history.

Many of the first dictionaries created in Europe were related to the educational process or a text, and the main tasks of lexicography at that time were:

1. Data transmission (translation dictionaries, text-based dictionaries)
2. Educational Leadership (School-specific dictionaries)
3. Systematize knowledge of existing topics (thematic dictionaries)

All three of these tasks served the same purpose - to increase the effectiveness of

education.

The first English lexicographer, S. Johnson, said in a brief statement in his dictionary that "pure science is incapable of solving all the problems of social life, and dictionaries are valuable in that they have a wider range of possibilities." If in his work he focused on revealing the educational value of dictionaries,

The French linguist J. Dubois calls all dictionaries textbooks and based on them distinguishes three ancient functions:

1. Educational;
2. Information;
3. Systematization, regulation.

In fact, even today, any dictionary combines these three functions. J. Dubahar emphasizes that any dictionary is a direct educational dictionary, and that any dictionary has the purpose of teaching something. Historical real-life experiences, rather than scholastic debates, prove the truth of these ideas.

This task not only proves that dictionaries are always a living genre, but also reveals their educational and didactic nature.

In recent years, in modern school practice, every Uzbek graduate has the opportunity to use the Uzbek language freely, effectively and correctly in various spheres of social, economic and cultural life, in all forms of communication and communication. It is required to enjoy its unlimited potential, to have the necessary skills and abilities, to direct students to independent and creative thinking in school mother tongue education, to promote national identity, to develop spirituality in the mind. More emphasis is being placed on creating a reef revolution. The task was to break the stereotype of "grammar for grammar" in mother tongue teaching and to base it on the motto "grammar is for a clear and concise expression of thought."

Language education is an extremely complex device, distinguished by its linguistic nature and speech phenomena, which is the subject of in-depth, vocational education-oriented educational institutions - in higher and secondary special education institutions with the laws of domestic law, should be thoroughly studied in terms of language and speech. The over-scientificization of mother tongue education also has a negative impact on the effectiveness of education.