

# THE ROLE OF THE CONVERSATIONAL METHOD IN MOTHER TONGUE TEACHING

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**Abstract:** This article discusses the role of conversation in teaching mother tongue lessons, its value, importance and achievements. The positive aspects of the conversational method in the process of teaching and learning are also illustrated on the basis of examples.

**Keywords:** method, conversation, question and answer, lesson, teaching, teacher, learner.

Conversation, or question and answer, is one of the most widely used methods in mother tongue lessons. This method of teaching has a special place in all types of lessons - both in the lessons of new knowledge, and in the lessons of consolidation of knowledge, and in the lessons of testing students' knowledge through written tests, depending on its application. In other words, teaching most grammar, spelling, book characters, and speech development is unimaginable without the use of conversation.

Conversation, as a method of teaching, differs from the narration of the teacher in that if the students are only active listeners during the narration of the teacher, in the process of conversation, the organization of moments of the lesson, including the moment of the topic. participate in the resolution of language events, contributing with their answers and sometimes expressing their independent opinions. Since questions and answers play a key role in the organization of the conversation, the conversation should be conducted according to a clear plan, in which the nature, signs and symptoms of the event currently being studied in the native language are explained, followed by a definition or rule. or the definitions and rules in the textbook. Therefore, during the conversation, students gradually answer the teacher's

questions, understand the essence of the topic from the examples, and at the same time express their views on it, and with the help and guidance of their teacher draw conclusions, which are the basis of language praise or rules. the corresponding rule of spelling, or punctuation. Then, this student's conclusion is compared with the definition given by the teacher in the textbook, as a result of which the knowledge gained during such actions becomes more accurate and memorable. Exercises and tasks, which will then be analyzed and resolved on the same language phenomenon, will be added and will strengthen the knowledge gained by the class in the process of conversation.

The method of conversation allows to draw the attention of all or most of the students to the topic, to determine the level of knowledge and understanding of each of them, to systematize their answers and to clarify for them the obscure places of the topic.

The conversation can last from 15 to 30 minutes, depending on the topic, prepared materials and the level of preparation and interest of students in grades X-XI. And it should be noted that if the conversation is not well-prepared, long and does not lead to understanding something new, it makes the class frustrated, the lesson dull and ineffective.

It should be noted that in mother tongue teaching there are two types of conversational methods: informative and memorable. The informant's conversation is characterized by the fact that the teacher gives the students some new information, draws on their knowledge of life or a pre-existing language event and engages them in the conversation. In this case, when there is an opportunity for students to participate directly in solving the problem, they also express their thoughts, bring their own arguments, and understand the places that are not clear to them from the comments of their teacher.

Considering the specifics of the memorable conversation, it can also be used when presenting a new topic. This is possible if the students have already learned something about the new topic. For example, in grade VIII, the first topics of the sections “Phrases and sentences”, “Introduction”, “Followers of sentences”, and

“Simple one-syllable sentences” should be explained using the informative conversation method. Because in the 5th grade, during the introductory course "Syntax and Book Symbols", students were given the first information about all these parts of syntax. For example, in grade V, students are taught the following features of a phrase: a simpler definition of a phrase, a subordinate and subordinate clause in a phrase, the means of communicating words in a phrase, and the difference between a phrase and a word. However, in grades VIII-IX, where a complete and systematic course of syntax is studied, there is an opportunity to learn more about many sections, including in grade VII on the topic of "Phrases". However, in the lesson on this topic, which is taught under the same name "Phrase", at the beginning of the statement of the topic it is necessary to test the knowledge of students on the phrase from the 5th grade with the following questions: 1) What is a phrase? 2) What do you know about the phrase? (3) Basically, how many parts or words does each phrase consist of? What are those components called? (4) How is a phrase different from a word? 5) By what means are the parts of a phrase connected? 6) What is the name of the type of connection of the components in the phrase? Connect or subordinate? Give an example of a phrase. How do the items in your illustrations relate to each other? and so on.

The teacher asks the students to answer all the questions about the phrase, answers the unanswered questions himself, gives the definition of the phrase, which is somewhat more precise and clear in the textbook of VIII grade, with the help of students, explains it in the context of examples and from the word, also gives satisfactory information about its difference from the composition and sentence. So, this method of teaching, in which at the beginning of the presentation of the previous knowledge of students on the topic currently being studied, and then the teacher discusses new information on it, is generally called the method of informative conversation.

The method of memorable conversation is used mainly in the moments of homework, reinforcement of a new topic, in the lessons of the chapter, the beginning of the year and the year in order to test only the level of knowledge and skills of

students. In all these cases, students recall their knowledge of the topic and chapters of the native language and answer questions. The teacher only completes their incomplete answers, but does not provide new information, which is the main difference between a memorable conversation and an informant's conversation. In other words, a memorable conversation in a lesson is a question and answer that only reinforces the material learned by the students. In general, in the process of using the method of conversation, the teacher's questions have a high status.

Teacher questions. The questions that the teacher asks to the students at the time of consolidation and questioning of homework, review and summarizing the materials of the studied chapters and chapters, and then, in the process of explaining a new topic, are called pedagogical questions. Pedagogical questions should be distinguished from regular questions. Questions asked by the teacher on the topic of the lesson, different sections of the subject (for example, "What is a noun?", "What is a quality?", "What are the independent parts of speech?", "Which parts of a sentence are called saraza?" , "What is the meaning of the subject?", "What is a complex sentence?", Etc.) The teacher's goal is different: to test and strengthen their knowledge, skills and abilities. Also, by using some questions, the teacher draws the reader's attention to the topic, using a problem-solving approach to set different tasks for them to solve independently. Therefore, the teacher's questions should be formally, logically, and logically correct to guide students in answering and drawing appropriate conclusions. In this regard, first of all, the following didactic requirements should be observed:

- a) the question is clear to the readers;
- b) demand a full answer;
- c) contain one question, ie one question does not contain several questions;
- d) is not able to demand duplicate answers;
- e) is not a liqueur;
- e) finally, the question should arouse the reader's initiative, activity and creativity.

It should not be forgotten that in the classroom, along with the teacher's questions, the students' questions should be given serious consideration. If the student does not understand or wants to understand the phonetics, grammar, spelling, and symbols of the book, the meaning of the word, the teacher asks: Perhaps a classmate can answer the question. In both cases, this practice is one of the ways students learn.

It is also important to know that it is less important for a classmate to ask or “ask” a question. Usually, their questions are more similar to those of the student being interviewed and do not have a clear purpose. For example: What is a name? What is the root? How many bases does the verb have? How many parts of speech? and so on. In addition, they tend to be “questioning” or asking questions without listening to their classmates. Such questioning of students often occurs at a time when the teacher is not well prepared for the lesson and can not cope with the question.

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