

Modern Educational Models in the Context of Mother Tongue Teaching

Uzoqova Maftuna Abdirazzoqovna

*University of Information Technologies and Management
Lecturer, Department of “Pedagogy”, Faculty of Social Sciences
uzoqovamaftuna817@gmail.com*

Abstract: *This article analyzes the modern educational models used in the process of mother tongue teaching, their theoretical foundations, and their practical significance. It also addresses issues of developing learners’ speech and linguistic competencies through a competency-based approach, interactive methods, digital technologies, and innovative pedagogical techniques. The research findings demonstrate that modern models play an important role in improving the quality of mother tongue education.*

Key words: *mother tongue education, modern educational models, competency-based approach, interactive methods, digital technologies, pedagogical innovations, linguistic competence, communicative competence.*

Introduction

In the 21st century, the education system is characterized by rapid digitalization, an intense flow of information, and a fast-changing communication environment.[1] Under these conditions, mother tongue education can no longer be limited to mastering traditional grammatical knowledge; it must also develop students’ abilities to understand, generate, and practically apply language. This has turned the introduction of modern modeling technologies into the educational process into a strategic necessity.[2]

The modern educational process is closely linked to the innovative changes occurring across all spheres of human activity, digital technologies, and alternative cognitive approaches.[3] Today, the effectiveness of language teaching is ensured not only by the formation of linguistic competence, but also by the conscious management of students’ cognitive processes, the activation of thinking operations, and the modeling of all stages of speech activity. For this reason, modeling is recognized as one of the modern scientific-methodological directions that forms the methodological foundation of mother tongue education.[4]

The modeling process allows students to intellectually reconstruct the essence of linguistic units, the relationships between them, the internal mechanisms of the grammatical system, and the dynamic nature of speech-activity processes.[5] This approach not only reflects the structural organization of language in a simplified, comprehensible form, but also serves to develop students’ logical thinking, analytical skills, and text-creation competence.[6]

Methodology

In this study, the concepts of “model” and “modeling,” adopted as the main methodological point, were previously interpreted in science—particularly in the technical sciences—as an auxiliary practical method. In recent years, however, these concepts have acquired the status of universal categories and have developed into a system-forming, universal methodological tool used in the process of cognizing, analyzing, and forecasting any phenomenon of reality.[7]

The universal status of the modeling process has created the opportunity to apply it not only in technical fields but also within the system of humanitarian knowledge—specifically in mother tongue education—as a key methodological approach for explaining and analyzing complex cognitive-linguodidactic processes.[8]

In mother tongue education, modeling makes it possible to systematically, precisely, and scientifically examine such issues as the structure of the educational process, the step-by-step formation of speech competencies, the consistent organization of grammatical and semantic relations, and the forecasting of students' speech activity.[9]

Result and discussion

In the 20th century, the concept of “model” expanded beyond mathematical modeling to encompass any knowledge or concept about the world. Models can differ qualitatively, whereby a higher-level model forms a hierarchy that includes lower-level models as its parts or elements.[10] Thus, the philosophical aspect of the model is expressed in its definition both as a mode of existence of knowledge, on the one hand, and as a universal content within a series of concepts—“matter,” “motion,” “energy,” “organization,” “system”...“model”—on the other.[11]

In other words, in the broad sense, a model is a certain structure that reflects, in schematic, visual form, a necessary area of reality; in the narrow sense, it is a structure that reflects an image of an unknown phenomenon by means of a well-studied and easily understandable domain.

As a category of modern scientific methodology, the model, in a broad sense, denotes any image, analogue of an object, or substitute used in its place. For the purposes of this study, we have adopted the concept of a model formulated by V.A. Stoff in his book *Modeling and Philosophy*, understood as a mentally represented and materially realized system capable of substituting for the object under study in such a way that examining it through demonstration or reproduction provides us with new information about that object.[12]

The pedagogical significance of this definition, in relation to the models applied in the implementation of mother tongue education, lies in the creative reconstruction of its form, which reflects the structure of speech in an objective and unique way. Moreover, the creative element is not a work of art based on students' oral experience; rather, it is constrained by linguistic facts, observations, and clear criteria for text evaluation.

Modeling is an integral stage of any goal-oriented activity and is generally understood as both the process of constructing models of real-life objects in the surrounding world and a general scientific method of investigating and understanding objective reality. This definition of modeling reflects its modern philosophical conception and represents a generalization of scholars' views on the subject.[13]

The most important organizational element of modeling activity is the goal—the image of the desired outcome of the work. Since activity is carried out according to a particular plan or algorithm, the algorithm is an image of future activity, that is, of its model. In our work on implementing mother tongue education, we take into account the flexibility of such a program and, accordingly, what occurs at the intermediate stages of modeling (between the goal, the algorithm, and the result). This implies the need to compare the possible stages of integration in modeling within the field of language.

Since a model is not merely “a substitute image of the original” but a purposeful image, different models of the same text can be constructed depending on different communicative goals. This implies a multiplicity of models of one and the same object (in our case, of language education).[14]

According to A.A. Leontiev, “we can construct an infinite number of models of the same object that correspond equally to its properties yet differ from one another—after all, a model reflects not only these real, objective properties, but also our own point of view on the object, as well as the requirements placed in each case on the model's correspondence to the modeled object. Even when modeling the same properties, and even when expressing them within a single discipline from a particular narrow point of view, we can construct several different models depending on the system

of concepts and operations we use and on the specific modeling task.”

There are several approaches to classifying models. The most functional of these was developed by V.A. Shtoff. According to the proposed approach, all models are divided, by their mode of representation, into two main types:

- material models;
- ideal models. Material models, in turn, are divided into the following:
 - spatially analogous (reproducing the spatial properties of the object);
 - physically analogous (reproducing the dynamics of the processes under study, their regular relationships, quantities, and parameters);
 - mathematically analogous (that is, structural or functional similarity).

Ideal (imaginary, speculative, mental) models are considered as such even when embodied in some material form, because all the transitions and transformations within them occur mentally, in the human mind. Among ideal models, the following are distinguished:

- figurative or iconic (built from sensory-visual elements);
- symbolic or sign-based (whose elements differ fundamentally from the corresponding elements of the object);
- mixed, or figurative-sign-based (encompassing numerous intermediate models such as all kinds of diagrams, maps, and drawings).[15]

Conclusion

Depending on the degree to which they represent objective reality, models are distinguished as complete and incomplete. Complete models reflect the phenomenon under study in both time and space, differing from the object being modeled only in the scale of its temporal and spatial characteristics. Incomplete (partial) models reflect the phenomenon under study in only one form: either in time alone or in space alone.

Both complete and incomplete models may be approximate, meaning that not all factors of objective reality are taken into account. Non-essential properties of the object being modeled are either not reflected in the model at all or are simply disregarded.

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