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THE NEED TO USE MODELING IN THE TEACHING OF SYNTAX IN GENERAL SECONDARY EDUCATION

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ABSTRACT

The article discusses the use of modeling technology as a modern approach in the teaching of mother tongue in secondary schools. The article also provides information on the need and benefits of modeling in education.

KEYWORDS: *Education, Upbringing, Teaching, Modeling, Modern Approach, Optimization, General Secondary Education, Continuing Education, Pedagogy, Linguistics, Linguistics*

INTRODUCTION

Methods: In the article we tried to cover current issues of Uzbek linguistics using such methods as "Observation", "Analysis", "Comparison", "Comparative". We have highlighted the need for modeling technology in mother tongue education today.

Conclusions: Today's state educational standards place great demands on the suitability of students for independent learning activities. Most of the disciplines in the social and humanities were theoretical. At present, the traditional form of education does not meet the needs of the public education system and students. That is why we have a task to enrich the native language lessons of general secondary schools with modern, optimal, independent teaching technology. This article presents the basics of the need for teaching methods based on the technology of modeling the syntax of native language lessons.

Discussion: The technology of modeling mother tongue lessons in the general secondary education system is being introduced as a necessity for the teaching process today. These processes are being carried out step by step. The results of the process are aimed at the effectiveness of the education system.

President of the Republic of Uzbekistan ShavkatMirziyoyev chaired a video conference on August 23, 2021 on the development of public education, improving the skills and prestige of teachers in society, raising the morale of the younger generation. . From the first days of his presidency, the head of our state has been paying special attention to the training of innovative and creative-minded modern cadres in our country, educating young people in the spirit of patriotism and high spirituality.

At the meeting, the President reflected on the ongoing reforms in the country to reform the school education system and the urgent tasks ahead in this regard. emphasizing the importance and significance of these issues. Indeed, if we look at the history of the developed countries of the world, we see that the reforms aimed at changing the life of society in them began with the education system, kindergartens, schools, upbringing. Because you can't change a person or a society without changing the school. The basis of education and upbringing is the school. The driving force behind the school is the teacher. In order to grow up and bring up a harmoniously developed young generation that is physically healthy, spiritually mature, independent-minded, has deep knowledge and a modern outlook, and is able to take responsibility for the fate and future of our country. work is underway. First of all, the head of state stressed the need to reconsider the workload and the number of lessons in schools, to create a methodology that encourages students not only to memorize, but also to think. The experience of Finland in this regard was cited as an example. It is one of the most advanced countries in the world in general literacy, natural sciences and mathematics. "If the teaching methods in schools do not change, the quality, content and environment of education will not change," said ShavkatMirziyoyev [1,143]. In fact, as the President said, the school system, textbooks and programs should be in optimal condition. Our students need to acquire knowledge that encourages them to think and act independently, using their golden time effectively. As a result of today's rapid globalization, there is a growing body of information that needs to be studied, and yesterday's knowledge is becoming obsolete. Therefore, in our opinion, schoolchildren should be able to start their independent activities in the future with the help of this knowledge, while studying the information in the textbooks. In other words, the knowledge gained during the eleven years of education remains a real foundation for our youth. "We need to develop our material and spiritual life in harmony," he said. The school should be the main link in this. The development of school education should become a great national goal for us, a nationwide movement, "the head of state said during the meeting. [2,202-203] State educators, who have such a strong focus and demand for education and upbringing, have responsibilities. We need to research this in depth and enrich it with the most effective and optimal versions of school textbooks and teaching technologies. It should be noted that mankind has long been interested in creating conditions for a prosperous life, the early detection of natural disasters. Therefore, it is natural for human beings to study phenomena of the external world.

Specialists in the field of science study only the features of a process that interest them. For example, geologists study the history of the earth's development, such as when, where, and how animals lived, how plants grew, and how the climate changed. This will help them find minerals. But they do not study the history of the development of human society on earth, as historians do. The study of the world around us can lead to inaccurate and incomplete information. But this does not prevent others from flying into space, discovering the secret of the atomic nucleus, mastering the laws of development of society, and so on. Based on them, a model of the event

and process being studied is created. The model should reflect their characteristics as fully as possible. The approximate nature of the model can take many forms. For example, the accuracy of the instruments used during the experiment affects the accuracy of the result obtained. The concept of model is derived from the Latin word "modelus", which in the natural sciences or science in general is understood as a material device that, when information about a particular object is entered into it, the same object is formed as a product. In other words, the model is an imitation of natural objects (similarity, imitation, natural appearance) [3,97], which corresponds to the Uzbek template and standard words [3,97]. It serves as the basis for the occurrence of events and is studied in concrete or abstract objects, reduced objects and schemes. Explaining this with a simple real-life example, the characteristics that characterize an apple - its roundness, fruitfulness, sweetness, etc. - are an intellectual model of that concept. If we make an apple from clay or an artificial material, this is its material model [3,57-59]. The model is important to know on the following grounds:

First, modeling is a method that simplifies each science object. The modeling of linguistic units is based on the stable relationships of the elements within these characters. Therefore, the division of relations between the elements of the whole into stable and unstable types is of great importance for linguistic modeling. Second, Modeling is a general scientific method common to all disciplines and is based on the following principles: deductiveness - is based on logical reasoning and is based on the principle of specificity to generality; The use of a thinking experiment is to interpret the model as an idealized object.

The concept of linguistic model was introduced by such representatives of structural linguistics as E. Sepir, L. Bloomfield, R. Jacobson, Chomsky, Harris, Hocket. Its development dates back to the 60s and 70s of the twentieth century (the period when mathematical and cybernetic linguistics began to develop). The linguistic model can be divided into the following types:

1. Models of human speech activity. These models reflect specific speech processes and events. For example, the pronunciation model of a specific sound or the speech pattern of speech.

2. Linguistic research models. It reflects a research process based on specific linguistic phenomena.

3. Metamodels - in which linguistic models are selected, which have a hypothetical-deductive character, are very abstract and rationalized. The method of modeling is actively applied in some languages, including English.

The structure of a simple sentence in Uzbek: S + O + V: *I picked flowers. I ate fruit.*

S =subject ,**O** = object, **V** = verb.

In determining the linguistic essence of a simple sentence, linguists rely on the following interpretation of syntactic theory about speech:

1. The smallest pattern of speech, as a linguistic unit, is the general unity that exists in our minds, and it is the ability to form and express thought in our speech in accordance with the laws of language.

2. In determining the smallest form of a sentence, its external structure, internal structure and essence are distinguished.

3. The definition of the essence of the components of the minimum sentence pattern is based on the coherence (valence), ie the semantic (semantic) and syntactic, as well as morphological cohesiveness of lexical units. and those representing them) were removed.

4. In determining the smallest sentence pattern in Uzbek, the main difference in sentence structure between Indo-European and Turkic languages was the focus. The difference is that Indo-European languages are not unique to monosyllabic sentences and can never be ownerless.

There is no significant difference between Turkic languages, especially Uzbek, "I write a letter, you carry a letter" and "I write a letter, you carry a letter", ie in Uzbek the cut is perfectly formed in terms of personality [4,54].

Based on the four principles outlined above, **[WPm]** is defined as the smallest building block of a simple sentence. In **[WPm], [W]** is the part of speech that serves as a noun, a lexical meaning, and belongs to an independent group of words, that is, to a word, a phrase, an extended compound (adjective, adverb, movement names turnover). More specifically, [W] is a linguistic pattern that can act as a noun unit in speech and can occur in the form of any unit of speech (word, phrase, or even sentence). **[Pm]** is a symbol of the set of tools that make the noun unit **[W]** into a speech pattern, which is expressed in speech in the form of cut-off category indicators.

[WPm] = The following speech derivatives of SG consist only of a unit of atov formed by cross-sectional indicators:

	[W]	**[Pm]**
1.	*Yoz*	*-moqchi+miz*
2.	*Ketmoqchibo'l*	*-ma+sa +kerak*
3.	*O'qi*	*Ø*
4.	*Oqko'ngil*	*-siz*
4.	*Aytib qo'y*	*-ma+sa+ngiz*
5.	*Talaba*	*-man*
6.	*Ona bo'l*	*-gan+ekan*
7.	*Bola*	*edi+m*
8.	*Kim*	*-san*
9.	*O'ttiz*	*-dir*
10.	*Baxtiyor*	*-siz+lar*

The main criterion in defining the smallest sentence pattern in Uzbek language - [WPm] = SG is that Turkic languages, in particular, Uzbek, form the center of speech in the sentence structure. After all, the smallest construction pattern of a sentence consists of a unit of atov formed by cross-sectional indicators. [WPm] = SG exists in our minds as a linguistic syntactic unit, an opportunity to shape and articulate thought in our speech in accordance with the laws of language.

WPm is a model of minimal simple speech. M: *I read. You wrote*

Therefore, the smallest model of a compound sentence in Uzbek is:

S1 + V1, S2 + V2: *Autumn has come, the weather has started to cool.*

The simple sentence construction in English and Russian is defined as follows: S + V + O: *I'm writing a letter. He's playing a checker.*

I have write the letter. I am reading an interesting article.

The general linguistic pattern of compound sentences is [WPm R WPm] = QG, which is divided into three intermediate forms:

- **[WPm , WPm]=QG**
- **[WPm → WPm]=QG**
- **[WPm ↔ WPm]=QG**

At first glance, these intermediate scenes seem to be a symbolic representation of the following conjunctions and conjunctions without the traditional conjunctions. (For example, *Spring has come and the universe is flourishing* - [WPm, WPm] = QG. *When spring comes, the universe is flourishing* - [WPm → WPm] = QG. *When spring comes and the universe is flourishing* - such as [WPm ↔ WPm] = QG). But this is not the case. In her research, Professor R. Sayfullayeva states that "if freed from the influence of the paradigm of connectives, which is reflected in the spiritual relations between the components of compound sentences, it, like all linguistic units, has a very simple, concise and clear structure. shows [30], - he writes. The general linguistic pattern of compound sentences - **[WPm R WPm]** = As a result of generating QG and observing its variants, distinguishes three typical types: In fact, these construction patterns are not based on the means of connecting simple sentences in compound sentences when simple sentences are excluded from the compound sentence on the basis of whether they can be used independently. As a continuation of the above models, there is a phrase and a sentence model. **T - H** phrase model. In this case, **T** = subordinate word, **H** = dominant word (subordinate-governor). Creative models have emerged as a result of the development of linguistics, this method has a number of advantages and pragmatic aspects:

- modeling is a practical method, not a descriptive one;
- the modeling method is optimal ("most convenient", "most optimal") in any situation;
- The modeling method is based on the principle of economy. There is no need for lengthy descriptions and descriptions;
- Facilitates and simplifies the explanation and interpretation of the object.

The method of modeling has recently begun to be actively applied in linguistics. Since the concept of "model" is used in different senses in science and technology, there is no single classification of types of modeling. Depending on the nature of the classification model, the nature of the object being modeled, modeling can be performed depending on the area or direction in which it is applied [4,46]. Models can be conditionally classified as follows:

1. A natural model is a model that is identical to the object under study and differs from it only in size, speed of processes, and in some cases the material from which it is made.

2. Mathematical model - a model that differs from the prototype (original) in its physical structure, but has the same mathematical image as the prototype.

3. Logical-mathematical model - an abstract model consisting of symbols, used in the study of the thought process.

4. Computer model - a model created on a computer using algorithms and programs based on mathematical, logical modeling methods.

For many years, observational methods have been the only method in linguistics. But with the help of these methods the inner essence of linguistic phenomena is not revealed. The observation method allows you to study word forms, sentence structure and other structural features. Due to the complex structure of language and speech, it is not possible to study them in detail using the observation method. Models of human speech activity have been created on the basis of observation methods. These models reflect specific speech processes and events. For example, the pronunciation model of a specific sound or the speech pattern of speech. Linguistic research models and metamodels are also studied. It reflects the research process based on specific linguistic phenomena. For example, a general model of morphological word formation in Uzbek: base + word-formative addition; custom models: base + th; basis + -dosh; like base + -dose.

Metamodels - in which linguistic models are selected, which are hypothetical-deductive, abstract and rational [5,76 - 78]. We have only considered the basics of modeling technologies and models of certain objects in linguistics. Based on these construction patterns, the student is able to systematize the information being studied. The model simplifies and speeds up the learning process. It should be noted that the above models do not provide a complete picture of the object under study. At the same time as the process of optimizing general secondary school textbooks is underway, there is a need to use the most effective, time-saving, and at the same time informative technologies in the teaching of textbooks. Today, you can't get students interested in the science of their mother tongue by memorizing the rules and taking a traditional lesson with theoretical information. The process of globalization, the development of IT technologies, encourages people in society to move faster. There is a lot of information, innovations, creative ideas, which are accepted by our society. You can't step into tomorrow without studying today's information. Because tomorrow's study may be more complicated. The thinking of children growing up in such a society is also growing rapidly. Students realize that a forty-five-minute lesson in general secondary school is a waste of time if they do not receive new information in a particular area, and they lose interest in the subject in the next lesson. Children's interest in science and natural sciences in schools is satisfactory, but in the humanities, including mother tongue lessons, teaching students in a non-traditional, live way is one of the most pressing issues today. Because, as mentioned above, theory can be reliable, robust, and interesting if taught in practice. Children learn their mother tongue quickly, easily, and perfectly in practical processes. Based on the compatibility of mathematics in the mother tongue lessons, the theoretical knowledge can be solved independently, just as a child solves an independent example on the basis of formulas, as in mathematics. we would have a lot of success. The expected result of this process is, firstly, saving time, secondly, raw materials (paper), and thirdly, human energy and money. Teaching and learning syntax based on mathematical models can be quite effective. Because mathematical models allow the child to think independently, to innovate, to easily study

scientific information. The future of the country is in the hands of young people who have the same independent thinking, creative ideas and innovations.

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