

ACTUAL PROBLEMS OF TEACHING THE NATIVE LANGUAGE TO LYCEUM STUDENTS AND WAYS TO SOLVE THEM

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ABSTRACT. This article analyzes the actual problems arising in the process of teaching the native language (Uzbek) as a subject to students of academic lyceums. The specific features of the lyceum stage – students' specialization in particular fields, the substantive overlap with the general secondary school curriculum, the insufficient level of speech-competence formation, and the continued dominance of traditional teaching methods – are examined on the basis of an analysis of scholarly literature. As a result of the study, concrete recommendations were developed for adapting the content of native-language education to the objectives of the lyceum stage, expanding the use of communicative-interactive methods, and improving the assessment system.

Keywords: native language education, academic lyceum, teaching methodology, speech competence, communicative approach, assessment system, pedagogical technologies.

INTRODUCTION.

The native language is not merely an independent school subject but also the principal means by which all other subjects are mastered: a student's ability to express thought correctly, precisely, and fluently, both orally and in writing, is one of the decisive factors determining overall academic success. The content of native-

language instruction encompasses phonetics, lexicology, grammar (morphology and syntax), stylistics, correct pronunciation and spelling, word choice, sentence construction, and creative thinking – components that are closely interrelated¹. For this reason, improving the quality of native-language education remains one of the continuously pressing directions of both pedagogical science and practice.

The academic lyceum stage possesses distinct pedagogical and didactic characteristics: at this stage, students typically specialize in a particular field (natural sciences and mathematics, technical sciences, humanities, and others), which directly affects the number of hours and the degree of attention allocated to the native-language subject. As Hamroyev and Po'lotova note, a new approach to a number of problems in native-language teaching at school (including at the lyceum level) is still required – in particular, a reconsideration of the basic categories of teaching methodology, the relationship between Uzbek linguistics as a discipline and the school subject of the native language, and the content and principles governing how the native language is acquired². The purpose of this article is to identify, through an analysis of scholarly literature and practice, the problems specific to native-language education at the lyceum stage, and to propose possible ways of overcoming them.

The objectives of the study are as follows: 1) to analyze the content of native-language education at the lyceum stage and its relationship to the general secondary school curriculum; 2) to identify problems in the application of teaching methods and technologies; 3) to reveal shortcomings in the formation of students' speech competence; 4) to analyze inconsistencies in the assessment system; 5) to develop scientific-methodological recommendations for overcoming the identified problems.

¹To'xliyev B., Shamsiyeva M., Ziyodova T. O'zbek tili o'qitish metodikasi [Methodology of Teaching the Uzbek Language]: Study guide. – Tashkent: Adabiyot jamg'armasi nashriyoti, 2006.

²Hamroyev A.R., Po'lotova Yo.A. Ona tili o'qitish metodikasi [Methodology of Teaching the Native Language]. – Tashkent, 2021.

METHODOLOGY.

The study employed theoretical analysis (of scholarly-methodological literature, conference proceedings, and regulatory documents related to the topic), comparative analysis (comparing the content of native-language education in general secondary schools and academic lyceums), and generalization methods. The principal textbooks and manuals on native-language teaching methodology, as well as materials from recent national and international scientific-practical conferences, were drawn upon for the analysis.

RESULTS AND DISCUSSION.

1. The problem of curricular content and overlap

The analysis shows that in many academic lyceums the native-language curriculum largely repeats, in substance, the curriculum of the upper grades of general secondary school, which leads to a decline in students' interest in the subject. This is particularly evident in lyceums specializing in the exact sciences, where students tend to perceive native-language lessons as an “additional burden” unrelated to their future professional orientation. This indicates the need to adapt the content of instruction to the goals and objectives of the lyceum stage – and specifically to students’ professional-practical needs. For example, in lyceums with a natural-science/mathematics orientation, greater attention could be given to working with texts in a scientific-technical style, while in humanities-oriented lyceums, more attention could be devoted to the analysis of publicistic and literary texts.

2. The problem of teaching methods and technologies

Numerous scientific-practical conference proceedings note that, in native-language lessons, traditional methods based on oral explanation continue to predominate, while the use of communicative and interactive methods remains

insufficient. Rahmonqul and Jabborov, in their study, place particular emphasis on the importance of modern communicative teaching and interactive methods for developing students' skills and competencies in working with texts³. Norov and co-authors, examining the organization of lessons on the basis of modern pedagogical technologies, substantiate the role of the transition from traditional methods to modern, student-activity-based methods in increasing the effectiveness of education⁴. In practice, however, the implementation of such methods has not yet acquired a systemic character and largely remains dependent on the personal initiative of individual teachers.

3. The problem of forming speech competence

According to the proceedings of the Republican scientific-practical conference “Problems of Teaching and Assessment in Native-Language Education,” students exhibit significant shortcomings in deeply comprehending the content and meaning of literary and publicistic texts, as well as in developing reading technique and expressive-reading skills⁵. This, in turn, manifests itself in a lack of logical coherence and stylistic accuracy in students' written work, and in an inability to express thoughts freely and fluently in oral speech. This problem becomes particularly acute at the lyceum stage, since graduates are expected to possess a high level of speech culture not only for entrance into higher education but also for their future professional activity.

³Rahmonqul A., Jabborov B. Til o'qitilishida kommunikativ o'qitish va interfaol usullarni qo'llash [The Use of Communicative Teaching and Interactive Methods in Language Instruction] // Lingvodidaktikaning dolzarb masalalari – I [Actual Issues of Linguodidactics – I]. – Tashkent: TDO'TAU, conference proceedings.

⁴Norov I., Yo'ldoshev J., Yo'ldoshev S. Zamonaviy pedagogik texnologiyalar asosida dars tashkil qilish [Organizing Lessons on the Basis of Modern Pedagogical Technologies] // International Journal of Recently Scientific Researcher's Theory, 1(4), 2023. – P. 40–47.

⁵Ona tili ta'limida o'qitish va baholash muammolari [Problems of Teaching and Assessment in Native-Language Education]: Proceedings of the Republican Scientific-Practical Conference. Electronic edition. – Tashkent: ToshDO'TAU, 2022. – P. 188–191.

4. Inconsistencies in the assessment system

In the current assessment system, particularly in forms of control based on standardized testing, students' practical speech competence – oral and written communication skills, text-production ability, and the capacity to substantiate an argument – is not fully reflected. Test tasks are primarily oriented toward checking theoretical knowledge (the degree to which rules have been memorized), which does not entirely correspond to the requirements of a practice-oriented, communicative approach. As a result, students may achieve high results at the theoretical level while still encountering difficulties in practical speech activity.

5. The problem of teacher qualification and methodological support

Conference proceedings repeatedly emphasize the need for the continuous professional development of native-language and literature teachers, since modern linguodidactic approaches and technologies are evolving at a rapid pace⁶. In many cases, lyceum teachers continue to rely on the knowledge acquired during their higher-education studies, which results in a lag behind current methodological developments. In addition, the shortage of specialized instructional and methodological materials and textbooks designed specifically for the lyceum stage constitutes another significant problem – in many cases, lyceums use textbooks designed for general secondary schools, which further reinforces the curricular-overlap problem discussed above.

RECOMMENDATIONS.

Based on the results of the analysis, the following scientific-methodological recommendations were developed:

⁶Lingvodidaktikaning dolzarb masalalari – I [Actual Issues of Linguodidactics – I]: Proceedings of the Republican Scientific-Practical Conference. – Tashkent: TDO'TAU.

- 1) Redesign the native-language curriculum for the lyceum stage so that it is adapted to students' professional and educational orientations and is clearly differentiated from the general secondary school curriculum;
- 2) Ensure the systematic use of communicative-interactive methods, project-based learning, and content-based instructional technologies in lessons;
- 3) Increase the volume of dedicated practical exercises aimed at developing students' oral and written speech;
- 4) Expand the share of practical-creative assignments (essays, compositions, oral presentations) alongside standardized testing within the assessment system;
- 5) Improve the system of teacher professional development on the basis of modern linguodidactic approaches, and create methodological guides specifically designed for the lyceum stage.

CONCLUSION

In conclusion, native-language education at the academic lyceum stage faces a number of interrelated problems: curricular overlap, the continued dominance of traditional methods, shortcomings in the formation of speech competence, inconsistencies in the assessment system, and insufficient methodological support. Overcoming these problems requires a comprehensive approach – updating the content of education, introducing modern pedagogical technologies, improving assessment criteria, and ensuring the continuous professional development of teachers. Only through such comprehensive measures can a high level of speech culture and a sustained interest in the native language be cultivated among lyceum students.

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