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PRINCIPLES OF TEACHING COMPUTER LINGUISTICS

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ABOUT ARTICLE

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Abstract: This article reflects the principles inherent in teaching any subject at the educational stage. So universal principles cannot bypass computer linguistics either. The expected result from the lesson will also be good if classes are organized, relying on principles, even when teaching any linguistic field. Even in this chapter, information is given about the role of didactic principles in the teaching of computer linguistics. Didactic principles common to all subjects taught in a higher educational institution, in secondary schools: upbringing, education and development of a child; Science and understanding; systematicity and traceability, relevance of theory and practice; awareness and activity; independence; compliance of teaching with the level of students and students; such as exhibitionism and individual attitude. The expected result from the four is effective if these principles are followed in the course of the lesson.

INTRODUCTION

Principle (principle) – lot. The rule refers to the meaning of the basis. The principles of education come from the demands placed before schools. Its successful application is of great importance in the comprehensive maturation of the individual. Following the principles in teaching will ensure the effectiveness of the lesson, will be the basis for achieving the intended goal.

The principle of harmony of education and development. Educational and educational compatibility is considered the basis of general education schools. "Education is superior to education. A person is brought up by upbringing."(A.Saint Exyuperi.fran.writer, Pilot). Through it, students are determined the principles of spiritual, ideological development. Because when phonetics is studied, mastering the norms of pronunciation, creating rhyming words, getting interested in poetry, creating artistic education, finding sound, melodic, rhyming words is considered one of the methods of teaching artistic creativity.

THE MAIN OF RESULTS

In lexicology, the subtlety of meaning, the beauty of words are felt wider. In it, they carry out theoretical and practical work on words of their own and portable meaning, meaning, shame, formative, contradictory meaning, paronym. Through it, a feeling of love for the native language and its power is nurtured.

In addition to the fact that the texts to be selected for the subject correspond to the phenomena of the language being studied, there must also be educational importance. The goal of the school is upbringing and only upbringing. (I, Pestalotssi Swiss pedagogue). When passing the topic "organized fragments of a sentence", the following text can be used. There is a universal meaning in the wisdom that says: "the master is greater than your father." A teacher is an invaluable, great, caring, kind person. Among the people, coaches and mentors, in general, who saw a lot, knew a lot, were well-known among the elite in labor, intelligence, in which area they gave their experience, knowledge to others, in particular, to young people, were honored in some way. Unlimited respect was achieved by the teachers thanks to their knowledge, tolerance, Wisdom, Health."

Or you can recommend the following text on the topic "an extract sentence". Until they were transported, one parent had children and went to Ibn Sina. "When you advise us about the upbringing of our child, let him grow up to be the one who will benefit the land." "When was your child born". he asked for the great alloma. "Born with early?" answered his mother. "What is the time now?" - asked again Ibn Sina. "The profession entered". As long as Ibn Sina responded to them in this way. "Oh my porridge, you are late. It was necessary to start raising a child from the moment of pregnancy in the mother's womb..."

Mental activities such as linking everyday events with life, observing concepts, comparing, generalizing when a subject is being taken, the development of psychic characteristics such as attention, thinking teaches to carry out independent activities. Hence, educational, educational and developmental principles help to increase the effectiveness of Education.

The principle of science and understanding. The updated content of the education of the native language has always coordinated the changing needs of the state and society, the level of development of Science and technology. At school, only scientifically based information is given from the native language, which is strictly resolved in the current linguistics. (- larch-adverb-maker, - lar-Cha-the knockategorial form of the horse. So far, rawish is regarded as the originator, or -la word-making affix is regarded as a language unit. There is a view that it is a phenomenon of speech because it makes words from different words). This requires the rich capabilities of the Uzbek literary language to provide only the knowledge necessary for the easy use of oral and written speech. The teacher interprets language phenomena from the point of view of interaction and progress.

As required in the "National Personnel Training Program", it is necessary to develop creativity in young people, skills to be able to articulate one text in different ways. At the same time, it makes it possible to educate them in the spirit of devotion to the motherland, high morality, spirituality and enlightenment, a conscientious attitude to work.

The principle of the science of teaching requires that the teacher always intelligently monitor the achievements of science. (with,-expansion of the task of ga assistants).

The intelligibility of teaching largely depends on the teacher. Even if children of equal age are sitting in the classroom, their acceptance of the material will not be the same. Therefore, the teacher must work individual with students who master difficult. At the same time, it is necessary to take into account the age of students in each lesson, the readiness of the class for the lesson. The inclusion of any

issues in the class is keoak. For example: the words rain (rain), earch (hand-hungry), knife (pich-White) should be considered as native words from the point of view of the current language. The easy and understandable nature of the material depends on the teacher's speech culture and knowledge of the material.

Science and intelligibility are complementary principles. It is necessary to reveal the meaning of each concept and term, to teach independent and creative thinking in each activity. The formation of the skills of correct, clear expression of thought in oral and written form requires the development of observation and logical thinking.

Systematicity and consistency. The main task of teaching the native language is not to arm students with the sum of knowledge about the language, but to form a system of knowledge, skills and abilities in them.

Consistency is inextricably linked with systematicity in the system. Without a well-thought-out plan in educational work, one cannot achieve the same result as one would like. Since the basics of science are not consistently studied, while the knowledge learned, studied and studied does not have a logical connection, it is also impossible to take into account previous knowledge, rely on speech training. The principle of systematicity and trace plays a special role in teaching the Uzbek language. In addition to wrapping the knowledge of the native language in order, this principle also facilitates the process of mastering. That is why this principle is strictly followed when drawing up programs and textbooks.

At school, the transition of the native language in the order of phonetics and grammar, lexicon, word formation, morphology, Synaxis vapunctuation corresponds to the principle of systematicity and tracing. When students learn about phonetics and graphics, they learn the lexicon. Having received information about the word, he receives information about the construction of the word. This will be the basis for learning about word categories. In this way, other grammatical categories are continued. All this is consistency in education.

The principle of systematicity and traceability is also followed in the daily lesson. In doing so, the past topic is explained by linking it to a new topic. This circumstance improves the awareness activity of students, gives the opportunity to recall even the material mentioned. That is why, before starting each topic, the past topic is asked. As a result, a link arises between the new topic and the past one. The practical implementation of this principle is of great importance in improving educational and educational activities.

Generation of theoretical knowledge and practical skills.

The role of language in social life is incomparable. Because without language there is neither society nor social life. The school educates the future members of society: increasing the speech literacy of members of society comes from today's demand. A student who graduated from school takes a place in social life. Therefore, the fact that the updated content of the education of the native language determines the purpose, task, methods of statement of the structure of the educational process is one of the urgent issues of the present day. The thoroughness and conscious mastery of knowledge form a practical skill.

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"We study the materials of the land", "travel to the estate of the word", "Who Is it, what is it?" with columns like mural newspapers, articles can be written for him. With the correct application of such work, it is possible to master theoretical knowledge and increase the effectiveness of practical lessons. The principle of exhibitionism in teaching. The nature of the subject of the native language requires more exhibitionism. Abstraction, generalization in language, understanding and conscious assimilation of its essence will be lively and interesting with the help of visual means. "You teach a child some kind of 5 unknown words that will go away for a long time until he learns these words and will nod in vain. But 20 words taught by the means of pictures will be learned by the reader until he says hash-pash," K writes. D. Ushinsky (Tan.as. 1954, page 429). French enlightener J.J. Rousseau's words: "an hour of work gives more than a day of explanation, because while I train a child in a workshop, his hands work for his mind: he becomes a philosopher, considering himself only a craftsman," are in tune with the above idea.

Visual aids can consist of natural or specific items as well as image tools such as painting, scheme, table, painting, technical (diaphilm, television broadcasting) tools. Also, spreads with a pictorial and grammatical assignment can be used in lessons of all forms, all stages of the lesson. It is desirable that the instruction was used in moderation.

In the teaching of the native language, general-didactic principles ensure an increase in the effectiveness of the lesson.

The principle of mindfulness, activity and mustfulness. In the didactic literature, it is understood as a reasoned acquisition of the studied subject, a systematic and correct statement of knowledge on the topic, the ability to use the studied knowledge in marriage, the possession of common sense and

understanding. This principle requires conscious assimilation, realizing the essence of language phenomena.

The principle of mindfulness the correct understanding of the main goal of teaching a native language in a student fosters such characteristics as conscious learning and assimilation, consolidation of knowledge.

Conscious assimilation of native language materials imposes a number of requirements on the teacher:

- a) the correspondence of the educational material to the age characteristics and level of knowledge of students;
- b) the inextricable connection of the studied material with the duckling;
- c) deep understanding and interpretation of learned grammatical concepts when their place comes;
- d) conducting classes in a specific system;
- e) good use of handouts, visual weapons and technical means etc.

Mindfulness is closely related to the activity performance of students in the educational process. The student can easily use the knowledge that he consciously mastered in the course of the lesson in practical activities.

CONCLUSION

Finally, Activity and independence in education are mutually inextricably linked categories. On the basis of any activity lies mental activity. Activity in relation to independence is a broader concept. By activity we mean the performance of both study and labor and social tasks by the student, educational activity is part of the general activity, cognitive activity is a product of the child's activity.

Independence arises on the basis of activity, that is, the provision of independent mental activity without the participation of others.

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