

Features of Using the Synergetic Approach in Teaching the Mother Tongue

Madinakhon Khaydarova

Tashkent State University of Uzbek Language and Literature

1st year master's student in the specialty

"Uzbek language and literature"

Abstract: This article discusses the essence of the synergistic approach, the criteria for dividing students into small groups, the advantages of cooperative teaching, and the methods of teaching linguistic knowledge of the lexicology department to 5th graders based on the synergistic approach.

Key words: synergetics, synergetic approach, cooperative teaching, interpersonal relations, pedagogical collaboration, lexicology.



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INTRODUCTION

In the era of globalization, the use of various approaches in the field of pedagogy has proven to be effective. Specifically, the synergetic approach in language acquisition has unveiled several new aspects related to the implementation of the fundamental principles of synergetics. The principle of openness in the educational process, as well as its nonlinearity (lack of rigidity), is considered one of the core principles of synergetics. Openness in the educational process is not limited to emphasizing the teacher's activities but is also directed toward promoting collaborative teaching ideas with students.

The essence of the synergetic approach lies primarily in encouraging learners to discover themselves, not only in interpersonal relationships but also in collaboration with their inner selves. It serves as a motivational tool that inspires self-discovery. The synergetic approach in educational activities emphasizes self-education, self-organization, and self-management. It aims to stimulate self-disclosure, self-improvement, and self-awareness to influence the subject matter more effectively[4].

In education based on the synergetic approach, achieving a new state that leads to more effective outcomes compared to previous ones, as well as the process of self-organization of the individual, is considered a crucial factor.

LITERATURE ANALYSIS

The educational reforms being implemented today aim to train highly qualified specialists in every field. In education, numerous methods are being developed daily to enhance students' abilities and guide them effectively in their pursuit of knowledge. In particular, the synergetic approach serves to develop students' knowledge and skills in various areas.

G.M. Kozhaspirova notes that the concept of: "synergetics" is closely related to the concept of "education" (derived from the Greek language, meaning "joint action" or "collaboration"). A synergetic understanding of the world holds significant importance in educating individuals. The synergetic method of thinking is characterized by openness, dialogism, and communication[5].

Teaching linguistic knowledge based on the synergetic approach is considered effective. In other words, learning any new skill as part of a group is easier and more engaging than learning it individually. The "Insert" GO method helps determine students' understanding of specific concepts related to a new topic and develops their analytical approach to texts.

The teacher identifies the topic that needs to be addressed. Next, the assignment instructions are explained, and students are divided into small groups. Each group completes the task assigned to them. The groups then present their solutions to the class, allowing students to first discuss and evaluate the answers among themselves.

Criteria for dividing students into small groups:[6]

- Dividing students into small groups based on their abilities should not necessarily depend on their creative thinking skills. In such groups, students should have the freedom to act independently and be prepared to move to another group if needed.
- Collaborative groups are formed based on students' interests. Such groups may also consist of students with varying levels of knowledge and abilities. Often, students in these groups take on specific roles or responsibilities. In forming these groups, the primary focus is placed not on the students' cognitive preferences but on their scientific and social knowledge.
- Flexible groups are formed based on students' individual needs, interests, and preferences. If the group's interests change, its members also change accordingly. Such groups help develop adaptability skills in students.

The idea of collaborative teaching was developed by R. Slavin, a professor at Johns Hopkins University in the United States; R. Johnson and D. Johnson, professors at the University of Minnesota; and Sh. Sharon, a professor at the University of California[1].

In the process of pedagogical collaboration, working as a team lays the foundation for the emergence of new shared ideas within the group's topic. Naturally, the pedagogical collaboration technology requires the use of proven advanced methods that have been tested for effectiveness in the educational process[3]. When students work together in groups, it is reflected in their ability to reach a consensus while solving questions and tasks, easily identifying the cause of the problem, and directing the topic in the right way. As a result, a certain amount of progress is achieved.

Below, we will present tasks related to the formation of linguistic knowledge in 5th-grade students through synergetic approaches, that is, collaborative teaching.

METHODOLOGY

Task 1: Students are divided into small groups and are assigned the task of finding the meanings of the following words. In this task, students will demonstrate their abilities based on the synergetic approach. The goal of this task is to develop initial understanding of the synonymous words included in lexicology, enhance students' vocabulary, and teach them how to effectively use the rich possibilities of the Uzbek language. The following words will be given to four groups in the same way. During the reading of the answers, the teacher will only listen. After all the groups have shared their answers, the teacher will then read the correct answers and provide guidance. This process is based on one of the main principles of synergetics: to foster students' self-organization and self-assessment skills, guiding them in the right direction.

Task 2: Find the antonyms of the given words. This task also aims to enhance students' vocabulary and teach them how to categorize words, while staying within the scope of lexicology. This task is given to each student individually. The goal is to develop students' individual knowledge and abilities and to foster their self-organization skills.

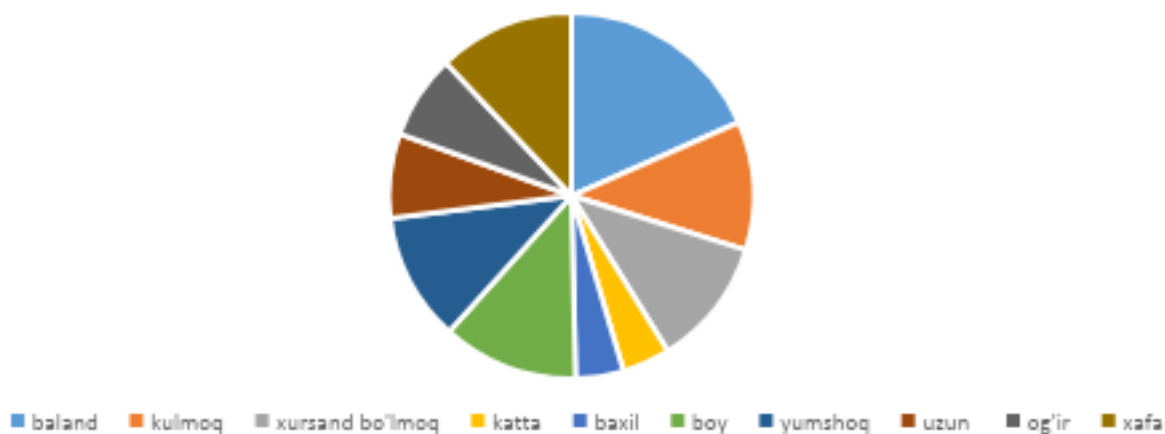
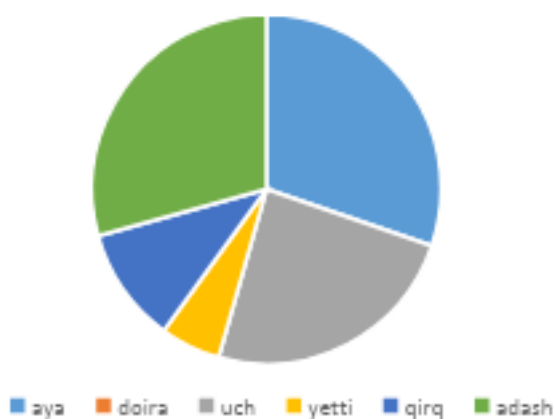
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ANALYSES AND RESULTS

In the 5th grade, linguistic skills, particularly in the field of lexicology, were emphasized through the synergetic approach and collaborative teaching. Experimental trials were conducted in the 5th-grade class "A" based on the above tasks. In Task 1, 28 students were divided into 4 groups of 7 students each. Group 1 explained the meanings of 4 words, Group 2 explained 5, Group 3 explained 5, and Group 4 explained 4 words. Students found it easier to identify the meanings of words that were more frequently used in communication. In Task 2, each student worked individually and demonstrated their cognitive knowledge. Nearly 90% of the 28 students correctly identified the meanings of the given words and their word categories.

Table 1



DISCUSSION AND RECOMMENDATIONS

During the experimental trials, when working with groups, students with higher levels of understanding were evenly distributed across all groups. As a result, the outcomes were nearly identical across the groups. In Task 2, as each student worked individually, students with lower levels of understanding had difficulty finding the antonyms of the words.

The main idea of collaborative teaching is not only to complete tasks together but also to engage in collaborative reading and learning[3]. Therefore, in collaborative work, each student must work together and help one another. Only then will students with lower levels of understanding also contribute to the group's success, take on responsibility, and make an effort to learn the aspects they don't yet know.

CONCLUSIONS

The synergetic approach to education and upbringing is a tool for increasing lesson effectiveness and represents a new level of interdisciplinary connections. The unique aspects of the synergetic approach have been studied in various fields. However, this approach has not been sufficiently researched in the teaching of the Uzbek language. As a result, a number of challenges arise when using the synergetic approach in language acquisition.

There are several advantages to developing linguistic skills in students based on the synergetic approach. Collaborative teaching is not only important for students but also for teachers, as it encourages self-improvement and plays a crucial role in self-expression.

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