



TEACHING KARAKALPAK LANGUAGE IN SCHOOLS

G.R.Bekimbetova

Doctor of Philosophy in Pedagogical Sciences (PhD) Department of General Pedagogy and Psychology Nukus state pedagogical institute named after Ajiniyaz

Abstract: *This article deals with the issues of teaching the Karakalpak language in educational institutions where education is conducted in other (foreign) languages, as well as the development of students' language competencies is described.*

Key words: *speaking in Karakalpak, scientific experience, foreign language classes, attitude, listening, speaking, reading*

Taking into account the individual abilities of the students in teaching the Karakalpak language in schools, the development of the abilities of date, communication, listening, counting, listening, speaking, reading and writing is emphasized. In the classes, the main goal of the class was to acquire a strong corset, to have a good impression, and to improve the ability to read and write. In addition, the range of text genres is expanded in this edition. Students are taught how to read, analyze, and edit a wide variety of texts. In the process of reading popular books and other multimedia texts, children learn the rich literary heritage of the Karakalpak language, customs and traditions, thereby broadening their view of the world. The Karakalpak language was used more than the possibility of teaching literature in a new way through material and multimedia methods outside the school.

In the Republic of Karakalpakstan, in the "National Development Program" of the Karakalpak language, major national competencies are defined, which are developed in the fields of language and literature. Among them, speech (scientific practice of speaking, reading, understanding, listening) and linguistic competences (linguistic scientific practice: phonetics, orthography, lexicology, morphology, syntax) are considered. The purpose of the courses is to teach the appreciation of different cultures along with the knowledge of the mother tongue, and to improve the linguistic knowledge and metalinguistic skills of the students through multilingualism. The 4 types of speech activism: reading, listening comprehension, and speaking are realized through the reading speech, and the practical knowledge of the students is used for the purpose of practical speech. According to the statement of the psychologist I.A.Zimnyaya [4.142], it is noted that as a result of the exercises performed in the lesson, the automaticity of the movements is the result of the automation of related processes. If there is no such thing as a special class, the language of education in schools is determined according to the rules of education,



and it is up to the parents' decisions that the students will be educated. However, if necessary, lessons on literature in the mother tongue can be combined according to the government's decision. In such a case, the training should be conducted in the language specified in the mother tongue of at least half of all subjects. In this process, even in the middle of the school, there are some conditions.

Competency level requirements are set for SES (State Educational Standards) requirements of students' competence in secondary education schools:

- In the 2nd, 3rd, and 4th grades of the schools where education is given in other languages, it is necessary to have A1 level of knowledge, practical and scientific experience (650-700 words should be used in the language);

- to be able to understand the meaning of all the necessary words related to everyday communication;

- to explain one's point of view, it is necessary to use certain grammatical tools;

- to correct use of mixed-level speech elements in a specific text;

- to learn and memorize the words and phrases taken from children's literature;

- understanding of the content of the text consisting of 30-40 words;

- understand the messages in the field of special topics;

- read the text on the topics to be studied in 30-40 words in 1 minute;

- take at least 3-4 chapters depending on the topics to be learned;

- recite the text of 40-50 words while the content is based on the text;

- be able to briefly tell the content of the text of 40-50 words;

- 30-40 words of dictation should be taken by the teacher.

It is important to have A2 level of knowledge in the field of education in the state language in the 5-9 grades of the schools of education in other languages, as well as practical and scientific experiments:

- knowledge of morphology and grammatical terms related to both syntax and related concepts;

- knowledge of orthographic rules related to spelling of words, addition of grammatical tools to words, and implementation of these rules;

- connecting sentences and syntactic units in a correct manner;

- to be able to give examples of the knowledge of Karakalpak literature, the methods used by representatives of Karakalpak literature in the 20th century;

- some texts can be repeated with a few words of the content (while the other content is included);



- understand a text (a novel, a novel, a scientific article, a message) and read it fluently at a speed of 130 words per minute;
- be able to read the work (or an extract from novels, articles), the song correctly;
- to be able to tell from Karakalpak folk proverbs (proverbs, proverbs, tales);
- actions and symbols should be given a unique and attractive characteristic;
- on the topic of the lesson, look at the text and express their own opinions in the form of a monologue with 15-20 sentences;
- writing dictation on a text of 80-90 words;
- to know to write a sentence in a text of 120-130 words;
- writing official documents (application, biography, letter, advertisement, article, letter of explanation, letter of consent).

Therefore, among the contents of Karakalpak language education, it is necessary for 9th grade students to have knowledge of the state language and scientific experience:

- students' understanding of Karakalpak language, speaking fluently, free expression of their thoughts on various topics, free communication and scientific practice;
- the readings are defined in the state educational standards at the level of requirements, it is possible to maintain a good level of thinking in a special grammatical form in the structure of the constructions of these words;
- the lessons are related to the literature, in order to instill in the students the ideas of national independence, to become loyal and perfect people, to be a good sign of the national abilities of our people, to look at them with respect, to appreciate the heritage of our ancestors, it is necessary to educate mature and educated people who have independent thoughts.

In order to achieve these goals, the following tasks were considered:

- in the teaching of the Karakalpak language in schools where education is conducted in other languages, first of all, it is necessary to observe continuity in the educational stages, that is, the course of study planned for the 5th grade does not follow the course of study of the 4th grade, to continue gradually and at the same time achieve the foundation for the 6th grade;
- complying with the principle of sequence and coherence of subjects fully, i.e. achieving the delivery of related subjects, grammatical subjects and reading materials related to fine literature in a certain sequence and interdependence;



- to ensure that the sentences, texts and reading materials related to beautiful literature are suitable for the young characteristics of students, to pay attention to their gradual development from easy to difficult, from simple to complex;

- to organize knowledge of the Karakalpak language in an interesting way, to create a training system aimed at the effective use of advanced pedagogical technologies and modern information and technical tools, and to illuminate the ways of their passage in lesson development;

- development of texts and exercise tasks from simple to complex, from known to unknown, giving various creative and problematic tasks, teaching students to think independently, to approach each topic creatively.

- the level of knowledge of the differences between the Karakalpak and Uzbek languages, as well as the thorough mastering of the subject of reading Karakalpak language in schools where education is conducted in other languages;

- students' ability to read Karakalpak texts quickly, accurately, and expressively;

- ability to understand other people's thoughts and text content;

- the ability to express thoughts orally and in writing, the level of translating texts taught in other languages into Karakalpak language, Uzbek texts into Karakalpak language, determined by standards such as students' speaking skills.

Thus, learning the Karakalpak language includes the following types of speaking skills: listening comprehension, speaking, reading and writing in the classroom, ability to think independently, analyzing the text having listened, reading written sources. The dynamic of acquiring the talent of receiving information and expressing one's reaction to events is implied. It is significant to pay great attention to the creation of Karakalpak language (State language) textbooks for general education schools in accordance with requirements.

References:

1. Decree of the President of the Republic of Uzbekistan dated 06.11.2020 No. PF-6108 "On measures to develop the spheres of education and science in the new development period of Uzbekistan".
2. Decision of the Presidium of the Supreme Council of the Republic of Karakalpakstan on July 16, 2021 "On further development of the Karakalpak language and measures to improve the language policy".
3. Decisions of the Cabinet of Ministers of the Republic of Uzbekistan dated January 17, 2022 No. 25 "On approval of the Business Plan on the procedure for the establishment of a system of continuous professional development of public education workers".



4. Decision of the Presidium of the Supreme Council of the Republic of Karakalpakstan on July 16, 2021 “On further development of the Karakalpak language and measures to improve the language policy”.
5. Seytkasimov D.B. Paradigm of formation of linguo-methodical competence in academic lectures. Teacher and continuous education. 2022. Issue 5/1, pp. 4-8.
6. Zimnyaya I.A. Psychological aspects of teaching speaking in a foreign language. Moscow: MSU, 1998. 142 p.
7. Tokhliyev B., Shamsiyeva M., Uzbek language teaching methodology / T. Ziyodova; ed. T. Niyazmetova. Tashkent: Publishing House of the National Library of Uzbekistan named after Alisher Navoi, 2010. p. 13.
8. Usmanov S. General linguistics. Tashkent. 1972. p. 144.
9. Gulomov A., Kadirov M., Ernazarova M., Bobomurodova A., Allavutdinova N., Karimjonova V. Methodology of teaching mother tongue (for students of linguistic faculty of universities and pedagogical institutes) Textbook. T.: T. Science and technology. 2012. 380 p.
10. Husanov N., Khojaqulova R., Dilmurodova N. Uzbek language: Coursework (for students of the general group of the bachelor’s level of the University of Economics). Tashkent Finance Institute. 2019. 528 p.
11. Bekimbetova, G. R. (2023, November). TEACHING THE KARAKALPAK LANGUAGE IN SCHOOLS WHERE EDUCATION IS CONDUCTED IN OTHER LANGUAGES. In Proceedings of International Conference on Modern Science and Scientific Studies (Vol. 2, No. 11, pp. 91-95).
12. Bekimbetova, G. R. (2023, November). PRAGMATIC FOUNDATIONS OF TEACHING THE KARAKALPAK LANGUAGE. In Proceedings of International Conference on Modern Science and Scientific Studies (Vol. 2, No. 11, pp. 86-90).
13. Bekimbetova, G. R. (2023). Linguodidactic possibilities of teaching the Karakalpak language. Ta'limning zamonaviy transformatsiyasi, 1(1), 584-590.
14. Bekimbetova, G. R. (2023). Opportunities for learning the Karakalpak language. Ta'limning zamonaviy transformatsiyasi, 1(1), 573-578.
15. Bekimbetova, G. R. (2023). ISSUES OF CONSIDERING LEARNERS’LEVELS OF KNOWLEDGE IN TEACHING KARAKALPAK LANGUAGE IN FOREIGN LANGUAGE CLASSES. Estudios Italianos, 10(2), 549-556.