

IMPROVING THE TEACHING OF THE KARAKALPAK LANGUAGE IN PRIMARY CLASSES OF SCHOOLS TAUGHT IN OTHER LANGUAGES

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Abstract:

Language teaching as a communicative activity reveals the place of language in human life and society. Teaching the Karakalpak language in primary grades includes to develop students' linguistic and language skills and educate the feeling of love for the language. This article discusses the improving the teaching of the Karakalpak language in primary classes of schools taught in other languages.

Keywords:

Textual and language materials, primary grades, personal characteristics, communicative activity, teaching.

Introduction

The content of teaching the Karakalpak language in the primary classes of schools taught in other languages is intended to teach the ability to speak the Karakalpak language. Teaching the Karakalpak language in primary grades includes to develop students' linguistic and language skills and educate the feeling of love for the language. The content of teaching in primary classes is based on the age (age 7-10) and personal characteristics of students.

The teaching content includes the extralinguistic component - a list of topics, fields and situations, the linguistic component - textual and language materials, intelligence and skills in language activities, the language component - reading, speaking, writing.

Materials and Methods

The development of students' language according to the spiral structure in primary grades of schools where the Karakalpak language is taught in other languages consists of the following:

- use of language as a means of speaking in social, household, educational activities;
- development of oral and written skills in accordance with the Karakalpak language standards;
- the use of rules of the Karakalpak language and simple etiquette norms when speaking;
- formation and development of speaking skills, taking into account the phonetics and articulation of the Karakalpak language;
- teaching the main types of language activities (audio, speaking, reading and writing).

Language teaching as a communicative activity reveals the place of language in human life and society.

Studying the theory of language requires solving the problems of life and education, practical mastery of language and speech. The main goal of teaching the Karakalpak language in the primary classes of schools where education is conducted in other languages is to ensure that students acquire language, speech, and social competence by forming communicative competence.

To achieve this goal, it is necessary to solve the following tasks:

- communicative competence that ensures effective communication in a multicultural and multinational environment;
- linguistic competence, which includes systematic linguistic knowledge, analytical and synthetic skills related to recognition, separation, classification of language units;

Language competence, including mastering the oral and written standards of the Karakalpak language. Teaching the Karakalpak language has a complex nature. The content of each lesson includes the following works in the textbooks of grades I-IV:

- 1) learning new words;
- 2) reading and analyzing the text;
- 3) development of speaking skills;
- 4) development of dialogue and monologue;
- 5) mastering the rules of correct writing with grammatical aspects.

Each lesson should develop oral and written skills, as well as speaking, lexical and grammatical skills. In this, interrelated knowledge, language and language skills develop in parallel, students participate in direct communication with each other or with a teacher. Several tasks are performed in one lesson, most of them are tasks related to the communicative topic of the lesson and its task is to teach speaking.

The main material for teaching speaking should be texts related to the subject of the lesson. The subject of the lesson is the names of short texts for reading, listening and writing, and the whole learning process is based on the material of the topics selected taking into account the age interests of modern students, allowing them to get new information through the Karakalpak language.

In grades II-IV, students learn the grammar elements of the Karakalpak language along with language development and enrichment of vocabulary. Grammatical material comes prepared for a specific speaking situation. Speech patterns are combined into short monologues, such as a story about yourself, your family, your city, etc. If it is necessary, they can familiarize themselves with the grammatical rules given in the form of a simple table or diagram.

In textbooks, such a grammatical material is given with a word "Remember!" Along with learning new words, students learn the correct spelling and pronunciation of words and grammatical patterns with specific pronunciations and spellings. To achieve communicative goals they should be able to...:

- communicate, get acquainted, introduce other people;
- know greeting, saying goodbye, thanking, apologize, returning thanks, asking again;
- ask questions and tell about an event, a person, object, whether there is an action, about the quality of the thing, about the time and place of the action and the reason;

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- wish, request, offer, stipulate and disagree, cancel;
 - evaluate a person, object, fact, action, and react.

Pupils should perform the following basic communicative actions when speaking: - at school; - our class, - in drawing class; - school weapons; - what do we do? - my room; - my house; - family evening; - how old are you? - who lives where? - what are they made of? - on a holiday; - we read fairy tales.

Students are required to perform speaking based on topics relevant to this level:

- Story about themselves
- My friend (acquaintance, family member)
- Family
- My day
- Free time, recreation, interest
- Our dream
- My favorite season
- We cook

Adequate acceptance of speech, listening and understanding of information in the given texts, determining the main idea of the text, conveying its content through questions.

Grammatical material is separated from speech when working on a topic that can be done in the form of a teacher's story. This can be distinguished by saying the grammatical affix.

According to the method developed by R.A. Yuldashev, the presentation and semanticization of a grammatical unit in a separate sense according to the program is carried out on the basis of introduction to several unrelated, but specially selected, purpose-based, structurally similar sentences, non-objective visualization, translation is used less often, this is explained by psychologists as internal demonstrability (1,72).

According to O. J. Eshimbetov, the exercises can be performed by the method of various structural schemes and on the basis of dialogues. In the process, the ability to respond quickly, start and continue speaking takes a special place. The ability to ask questions is especially important. One of the main tasks of language therapy is the formation of a logical word (2,14).

Conclusion

If we take into account that speaking is acquired first at the level of reception, the introduction of a grammatical unit before its conscious and special study seems to us not only reasonable, but also compact from a practical point of view.

Children living in a linguistic environment, to one degree or another, hear the spoken Karakalpak language every day and understand it. Directing students' attention to new grammatical material by reading a text or telling a story based on visual cues can remind them a slightly familiar word form after hearing such words.

Therefore, we believe that it is appropriate to check the expediency of providing educational materials in the program based on thematic or gradually transitioning to thematic based on sentence constructions; selection of texts for the Karakalpak language programs, taking into account the valid variants of affixes based on the characteristics of the Karakalpak language's

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grammatical tools, to develop the content and system of exercises designed to teach students how to compose sentences in the program.

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