

ISSUES OF IMPROVING THE PROCESS OF TEACHING THE TURKMEN LANGUAGE IN SCHOOLS OF KARAKALPAKSTAN

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ABSTRACT

This article presents the forms and methods of competence-based teaching of the Turkmen language and literature in grades 5–9 of secondary schools in the Republic of Karakalpakstan. It also analyzes the competence approach in teaching the Turkmen language and literature in grades 5-9, as well as topical issues. The results of experimental experiments are reflected in the article.

Keywords: general secondary education, Turkmen language and literature, competence, education, forms and methods, modernization, curriculum, curriculum, quality level, state educational standards, educational and methodical complex, continuing education, experimental teachers, perfection.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Today, an analysis of the literature on pedagogy and psychology shows that there are different definitions of the concept of “language learning and learning processes”, historical ideas and views, modern methods. It is known that these definitions are the result of studying and analyzing a number of scientific literature for the observation and perception of a complex theoretical phenomenon that exists objectively, the perception of its most important pedagogical and psychological features.

For a long time, schools have blindly followed the simplistic and falsified European educational content. As a result, education in Uzbek national schools gradually became almost separate from the national culture: centuries-old folk pedagogy. The socio-economic, psychological and pedagogical conditions of the Uzbek school were often not taken into account in the curriculum, which was standardized in almost all regions of the vast country. Departmental and arbitrary decisions have led to an unjustified reduction in the number of academic hours devoted to the study of the native language, the spiritual culture of his people. The centuries-old history of the Uzbek people did not take a worthy place in school textbooks. Due to the spread of uncontrolled migration, the ethnic and ethnic composition of the population has changed significantly.

The history and culture of our country, rich heritage, customs, traditions and rituals of our ancestors have not been fully reflected in programs and textbooks. There were many translated works and abstracts for children on the pages of the textbook. Thanks to this educational system, students began to feel the signs of stress in the process of mastering subjects. A number of problems began to arise in the education of young people. This, in turn, led the students to drop out of school.

Students have lost faith in the future and strength of their people. Many of them moved away from the rich and rich Uzbek language and did not appreciate our faith, faith, respect, honor,

dignity and values. There was a loss between father and child, brother and sister, brother and sister. The presence of such a situation directly led to the crisis in schools.

As the first President of the Republic of Uzbekistan I.A. Karimov, the need for a wide and comprehensive study of cultural heritage and educational and spiritual values, one of the most important tasks today is the restoration of the spiritual and moral values of our people, the circulation of the heritage of our great ancestors, poets and scientists. is to reveal the stages and features of the formation of the deep historical roots of their own culture, spirituality of the people. This, in turn, serves the development of national identity, pride, respect for their history, past, language, national labor, a sense of patriotism among young people.

A person of national pride is formed in the family, district, educational institutions, trade unions, public organizations, cultural institutions, human relations, in short, in all social life. The family environment, social cohesion, and how the principles of justice and humanity are applied in government policies play an important role in its formation and development.

In the field of education, there are important tasks to educate schoolchildren in the spirit of national traditions and pride. From the point of view of the problem of our research, the most important thing is to improve the theoretical and practical aspects of using various pedagogical and psychological methods in the process of language and literature lessons.

The goal of teaching useful knowledge in the educational process is, first of all, to instill in the student a sense of benefit for himself and society.

Constant questions and answers from students in the classroom, as well as constant interaction between teacher and student in the classroom, can be exhausting and tiring for young people. Then the student begins to want to talk with his peers next to him, communicate in different forms. It is advisable to use dialogues in the implementation of the goal, which is based on this desire of the student. Dialogues must be taken from the context in which the content surrounds students, a reality that is inevitable in everyday life.

If the topic and text of the dialogues are given to the students by the 7th grade teacher, it will be better if the topics and texts are drawn up with the students of the 8th grade. In the classroom, students may have difficulty building dialogue at the same time. Therefore, it is necessary first to compose a dialogue in Uzbek or Karakalpak, and then translate it into Turkmen. The teacher should also make this process fun and fun. This is because for students who do not want to participate in the process, it is important to have a positive impact.

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Studying the linguistic activity of students is an important form of social orientation, career orientation, social adaptation, which creates conditions for them to receive a comprehensive education, develop intelligence and ensure freedom. At the same time, there is a need to organize the activities of language centers on a scientific basis and provide scientific and methodological support.

The process of teaching a language is, in a broad sense, a means of transferring the social character of a particular social group to new generations of the socio-historical experience of previous generations.

The narrow meaning of language learning is the process of guiding a person towards conscious communication in order to prepare him for life activities, social tasks and roles in each area of social practice within and under the influence of social institutions.

Thus, a person's native language is the legacy of historical, spiritual, cultural eras, it is a mechanism that is inextricably linked with learning, and also includes the basics of reflecting the culture and art of the people.

In this regard, the scientist-teacher N. Alavutdinova gives the following recommendations: given. Such creativity requires mastering the techniques of working with audiovisual media, observing the appropriate allocation of time.

Therefore, serious attention should be paid to the teaching of social sciences and humanities in general secondary education.

In this regard, first of all, such disciplines as “The idea of national independence and the foundations of spirituality”, “History”, “Literature” are of particular importance. The essence of these disciplines teaches students to raise their political level, form their worldview, correctly assess international political events, and consciously relate to the problems of social, economic and cultural development of society.

For example, “Literature” as a subject serves to equip students with artistic, mythological, historical-literary, theoretical knowledge and in the process of educating a versatile person and a perfect person through a work of art. In particular, literature serves as an important tool for the spiritual formation of students, influencing their will, consciousness, consciousness, accurately depicting life, showing reality in the process of development. Likewise, the formation of national pride in students with significant aspects of literature such as education, image information, aesthetic [creative thinking], psyche, social, practical [semiotic], peaceful [idionic], interaction [communication]. affects.

At the same time, when teaching social and humanitarian sciences in the education system, special attention is paid to strengthening the passion of students - young people for education and knowledge, the formation of an independent worldview, office work, national pride and human dignity.

Today, the complex and multifaceted process of the spiritual development of society is largely determined by the mutual enrichment of national cultures. Therefore, it is necessary to effectively use the centuries-old experience of raising the younger generation, accumulated by

our ancestors, in such a large and important work as reforming the education system. The indicators of the development of society show that the culture of the individual and education are developing along with the socio-historical processes. The peoples of Central Asia, including the Turkic peoples, not only created, but also preserved and enriched from generation to generation the advanced pedagogical ideas of the people's desire for knowledge, the triumph of intelligence and understanding, dreams of a bright future.

In most schools with Karakalpak language of instruction, such as Ellikkala District No. 7, Turtkul District No. 9, Beruniy District No. 15 and Shumanoi District No. 6, students have a poor command of Turkmen. they can make a decision. Even so, they make a lot of pronunciation, lexical, grammatical and spelling mistakes. However, it should be noted that in some educational institutions [schools No. 42 of the Khojaili district, No. 53 of the Berunin district, No. 21 of the Turtkul district] there are students who stylistically and grammatically correct more than 20-23 sentences.

Today it is necessary to radically change the methodological approach to language and literature lessons in general education schools, for example, according to the types of modern pedagogical technologies, it is known that the organization of work in groups of students gives good results.

Decades ago, it became common for students to develop theoretical knowledge, practical skills and competencies in many types of continuing education. But as a result of the work done, success was not achieved. Because all education was entrusted only to the school. Parents and the public have moved away from this. This, in turn, has led to a recent crisis in the school. In fact, today's life requires to instill in students national pride and national morality, beauty and officially introduce the national and cultural worldview of elementary school students. Such human qualities can also be formed through the activities of teaching languages to young people interested in national traditions.

During the study, acquaintance with the socio-philosophical, historical, pedagogical literature related to our problem, a comprehensive study of the educational process in educational institutions, communication with the teaching staff and students, the formation of their interest in teaching languages revealed the following problems:

First, in the process of teaching the language of fraternal peoples in the activities of educational institutions, issues of rich spirituality, history and culture of fraternal peoples did not take a leading place.

Secondly, students studying the language of fraternal peoples do not have a clear idea of their national characteristics.

Thirdly, the use of visual aids in language teaching classes is not well organized for a better understanding of the language being studied.

Fourthly, spiritual and educational activities related to language learning are insufficiently organized.

The educational process in general secondary education, like all stages of the entire system of continuing education, plays an important role in the upbringing of schoolchildren in our country as harmoniously developed people.

The 9th grade curriculum for general education schools consists of subject groups such as general or special subjects, state exams, and proficiency tests. For example, the curriculum [2010-2011 academic year] includes 14 general education subjects in the following number:

state language - 69 hours, native language and literature - 200 hours, foreign languages - 249 hours, history - 180 hours, personality and society - 50 hours ... , mathematics - 210 hours, computer science - 78 hours, physics - 200 hours, astronomy - 32 hours, fundamentals of biology and ecology - 66 hours, physical education - 112 hours, youth preparation for military service - 138 hours, chemistry - 95 hours, economic geography of all bases - 33 hours, total - 1712 hours. Of course, this part of the curriculum provides for a broader, deeper and more comprehensive study of the relevant general education subjects taught in general education secondary schools, as well as an increase in the outlook and academic level of future teachers. However, it is clear from our observations that conducting various disciplines without practice does not meet modern requirements. This is due to the fact that the curriculum is to a certain extent set, the application of which is organized in such a way that it is not consistent with the content of students' work, independent work, and assignments. For example, 1974 hours were spent on general subjects, 1483 hours on special subjects, and 580 hours on teaching skills. However, in the curriculum, the proportions of teaching these subjects in a given situation are not always reflected in pedagogical practice. This distribution itself requires the necessary scientific and methodological analysis.

At the same time, it is necessary to organize practice, and then in the educational process comply with the methodological requirements related to social life, national relations, and various technologies of teacher education.

Although the coverage of the pedagogical features of language teaching in the organization of the educational process on the basis of these curricula practically does not affect the quality of teaching, it can serve for a deeper study of the socio-economic situation of the subject, historical reality.

To methodically consolidate these situations, we developed lesson plans and recommended them to our teachers for use in the educational process.

Indeed, in our country Indeed, the duty and duty of every citizen of our country is to restore spirituality and morality, carefully preserve and pass on to future generations the rich culture created by our people over the centuries, freedom of thought, conscience and religion, protection of spiritual heritage as a national value. and the implementation of conditions such as in-depth study of the content and essence of national values.

Respect for the concepts of morality, their widespread promotion, instilling these qualities in the moral behavior of young people and turning them into a conscious need for our way of life is a requirement of the times.

A group of knowledge that plays an important role in the professional activity of a teacher includes the acquisition of economic, social and political knowledge. One of the important factors in teaching the languages of the fraternal peoples is the manifestation of the qualities of pedagogical skills, practical skills and abilities in the teacher's professional activity.

The variety of teaching activities, the fact that the results are not visible quickly and clearly, requires a high level of commitment and perseverance. The learning process requires the teacher to have improved practical skills and competencies.

In particular, teachers should be able to demonstrate their practical skills and competencies in accordance with their personal qualities. The teacher must know the peculiarities of national

sports - wrestling, traditional sports disputes, martial arts [for example, the history of their origin, etc., Distinguish between national games.

The teacher must also know folklore, folklores, fairy tales, songs, poems, gazelles, lapar, aski. Children's folklore is one of the most effective means of assimilating educational material. For example, in Karakalpak and Turkmen folklore there are similar, cohesive action games, which are often played with pleasure by young students who are happy to enact dialogues.

For this, the teacher's creative approach to teaching methods plays an important role in the formation of the above-described personal qualities of students.

Another important social aspect of language learning is patriotism. That is, it is important to instill in students the idea that a person who is kind to his homeland should treat other nations and peoples with deep respect.

Independent Uzbekistan needs independent thinkers, curious, brave, courageous, noble, highly spiritual people. Such people can only be formed through knowledge and skills that are transmitted through national methods and teaching methods. Therefore, the teacher needs to participate in the development of all processes in the field of education, creating modern teaching methods based on these principles.

When using modern methods of teaching the language of students, it is necessary to take into account age and individual characteristics, secondly, the characteristics of the student class, and, finally, the specific conditions in which the educational influence is carried out. In order to form a positive attitude in a person, it is necessary to organize it as an exercise so that young people know what to do during language communication.

The methodological basis for the acquisition of theoretical knowledge about language and literature is the methods of working with sources. The practical approach assumes that the process of language acquisition by students is organized pedagogically, especially psychologically, taking into account the age characteristics of students.

For this, it is important that the language teacher knows the psychological elements. Accordingly, we raise the question of exactly which elements or concepts you need to know. For example, these concepts do not underestimate the role of intuition, perception, imagination, thinking in psychology, because these concepts are closely related.

Concepts arise on the basis of intuition, perception and imagination, but this is not their simple sum, but the result of the generalization of emotional information, the definition of the community given in them. Concepts may differ depending on the broad coverage of the event. Some of them cover a relatively small group of objects, some cover a wider group, and some cover a wider group. In general, scientific concepts can be divided into concepts that reflect a certain range of things or events, and concepts that cover all objects and events in the material world.

Concept is a form of knowledge that has the function of distinguishing between objects. Not very suitable for distinguishing between forms, but, of course, fits exactly into definitions that reveal the essence of the subject.

Concepts have properties that arise from the reflected object. It is well known that nature is both concrete and objective; it is both an event and an entity, a moment and a relation. Accordingly, relationships, transitions and forms of existence are diverse and specific. If the subject of cognition of nature is concrete, then its analogue, objective truth, expressed in brief concepts is inevitable. The attitude towards language must be expressed in the form of a separate real, objective reality and concrete relationship between the imagination and youth. At the same time, it should be borne in mind that such cases should be formed among students, based on ideas that correspond to their age characteristics.

The reason why we cover the general aspects of concept formation is that the mechanism of speaking in the native language continues to form in students from an early age. That is, language learning mechanisms will be integrated.

The importance of concepts in education lies in the fact that they distinguish the individual from the subject of study, the general from the particular. Therefore, concepts in children can have a much wider field of application than imagination. Consciousness is the most important means of contemplative thinking.

The system of scientific ideas is a means of obtaining objective knowledge that does not depend on the will and desire of the subject. It is important to note that scientific concepts, reflecting legitimacy, fix things that are not related to the will and desire of a knowledgeable subject. Especially when it comes to emerging concepts, it is always assumed that the separation is hidden, since it is impossible to move from the general to the particular.

This requires the use of logical means of thinking in the formation of concepts. As a result of comparing objects and events, their similarities and differences are revealed, common features and properties are revealed. This allows us to have a fuller and deeper understanding of the essence of things, know their legal relationships and organize their practical activities in accordance with the goals.

Although comparison is a powerful cognitive tool, it cannot provide a comprehensive and in-depth study of the nature of things and events. The comparison does not cover the logical tools repository. Cognitive activity is based on analysis and synthesis. Analysis and synthesis are inextricably linked in the cognitive process, reflecting the interdependence of the part and the whole, and one cannot be effective without the other.

The process of concept formation consists not only of analyzing relationships and highlighting common properties of objects, but also synthesis, combining important properties of analyzed objects. It allows you to analyze and synthesize the main characteristics of objects, to generalize in terms of concepts, to check the internal connections of various objects, to know the patterns of their development.

Therefore, the teacher should know that the process of learning a language is a thought process that is closely related to analysis and synthesis in educational activities, mental operations - abstraction, generalization and other operations.

Based on a new approach, the methods of teaching students language and literature will help to solve the following tasks:

- prove that language and literature are the basis for the formation of universal, national and spiritual values in the behavior of each student;

- education of the perfect person through the nationalization of the education system;
- provide students with a program that will help them to better understand the essence of the history of national and human culture, the history of speech, communication;
- to teach students to apply the acquired knowledge, skills and abilities in practice through teaching language and literature;
- instruct the teacher to choose the most effective forms, methods and means of teaching in other language courses.

In a word, the theoretical issues of the development of work aimed at the positive development of the student's personality in language and literature lessons should be among the unique and important educational goals of not only the teacher, but also the teaching staff of the institution

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