

ON CERTAIN ISSUES OF IMPROVING STUDENTS' SPEECH COMPETENCIES IN KARAKALPAK LANGUAGE SCHOOLS

Kudiyarova V. K.

Director of the 29th Secondary School of Nukus District

Abstract

The article examines the issues and methods of methodological development of students' speech competencies through speech minimums in native language lessons in schools with Karakalpak language of instruction.

Keywords: Speech minimums, speech competence, methodological development, linguodidactics, linguomethodics, linguopedagogy, methodological guide.

Introduction

Today, according to the interpretation of the literature on the history of the formation of the competency-based approach, "competence, the concepts of competence and the approach to the educational process and results based on them are complex, multidimensional, and unclear" [1]. The concept of "competence" was first used in the USA in the 1960s. Competence is often used to classify a specialist's employment potential in the labor market. In the works of foreign scientists, attention is paid to the ability to act independently and responsibly when determining competence. It was during this period that, under the influence of transformational grammar and the theory of language learning, the concepts of language and communicative competence were introduced [2]. "Competence is some internal, potential, hidden psychological changes (knowledge, ideas, action programs (algorithms), a system of values and approaches) that appear in a person's competence as a real, form of activity" [3;22] From the same point of view, the authors of the "Strategy for Modernizing the Content of General Education" Z.F.Zeer, A.M.Pavlova, E.E.Syrmanyuk, P.I.Pidkasisty, T.A.Yuzefavichus, B.Z.Vulfov, V.D.Ivanov tried to express the content of competence, including not only sections with cognitive and operational-technological content, but also motivational, moral, social, and behavioral [4;69].

In recent years, in the native language classes of grades 6-7 of schools with the Karakalpak language of instruction, insufficient attention has been paid to the linguodidactic development of students' oral and written speech, and the mastery of more grammatical rules has been tested. As a result, the student was unable to apply in his speech the knowledge acquired in native language lessons in grades 6-7 of schools with Karakalpak as the language of instruction.

In the article, we outlined the following linguodidactic, linguomethodological, and linguopedagogical requirements for teaching the Karakalpak language to students in grades 5-7 in schools with other languages of instruction (Figure 1.1).

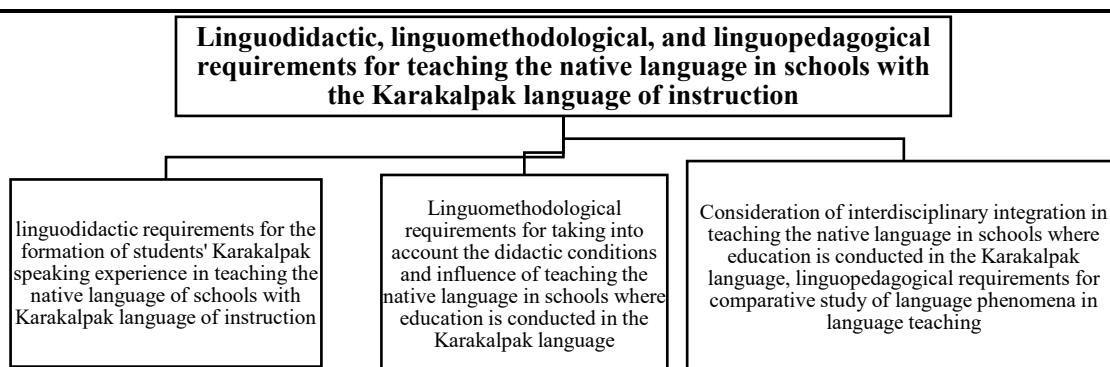


Figure 1. Linguodidactic, linguomethodological, and linguopedagogical requirements used in teaching the Karakalpak language

According to the doctor of pedagogical sciences, methodologist G. Bekimbetova, "Today, in the native language classes of grades 5-6-7-8-9 of schools where education is conducted in the Karakalpak language, in schools, knowledge related to the internal structure of the native language (such as phonetics, vocabulary, grammar) is given, and entrance tests for higher educational institutions are also mainly given in the form of highly grammaticalized questions. As a result, the issues of oral and written speech among our youth are weakening" [5;109]. Therefore, in native language lessons in grades 6-7 of schools where education is conducted in the Karakalpak language, it is necessary to approach it from the point of view of developing both linguistic and speech competencies. In the study, it was determined that the linguopedagogical, linguopsychological, and linguopr pragmatic features of the linguodidactic development of the theoretical and practical foundations of teaching the native language in schools where education is conducted in the Karakalpak language, the modeling of the linguomethodological system, and the development of the educational process between teacher and student based on a linguodidactic approach are of great importance.

Table 2. Methodological indicators for the development of speech competencies in native language lessons and "Native Language" textbooks for grades 6-7 of schools with Karakalpak as the language of instruction.

Indicators of speech competency development in the textbooks of grades 6-7 "Native Language" in the Karakalpak language of general education schools	
Base classes	
6th grade	Interpreting the thoughts of creators, expressing attitude, interpreting the wisdom of great figures in their own words, finding speech sounds from proverbs, composing text based on pictures, working with an orthographic dictionary. Studying the laws of the development of our language, creating a text by paying attention to the semantic, grammatical connection of sentences, their interrelationship.
7th grade	Interpreting the pronouns used and highlighted in the text, constructing sentences, verbally expressing the meaning of proverbs on various topics, creating texts that increase educational goals and artistic value, reading a poem and explaining its idea, verbally expressing the meaning of hadiths, performing tasks corresponding to the grammatical topic in the texts.



"Native Language" Textbook for 6th grade 2022 by B. Kutlumurad ugli. Methods of Teaching Karakalpak Language Orthography In his 1993 treatise, he emphasized that writing thoughts and information without errors, that is, "spelling, is a sign of literacy and culture, demonstrating the culture of this people" [6;23]. A person has a desire to engage in verbal communication due to a certain need. In the linguodidactic development of speech competencies, we consider it useful to create text assignments and exercises for cleaning students' speech; in Karakalpak language lessons, video clips, hand-drawn pictures, drawings are tools that help to understand the topic. Speech competence is understood as the skills of speaking (dialogical and monologic speech, role-playing games, discussion), listening (writing, summarizing the content of the text, developing linguistic assumptions), reading (search, introduction, forming a personal point of view, understanding the main idea in the text) and written speech (copying, filling out various forms, compiling descriptions, filling in missing information, creating creative texts). Speech types have their own characteristics. "Oral speech, as a rule, directly constitutes the speech process. In written speech, it is taken into account that it has a specific purpose. Accordingly, their methodological sequence can be formal or informal. In the process of speech, the type of oral speech requires the student to be more responsive to communication. In particular, the ability to read and understand a text from the native language textbook for grades 6-7 in schools where education is conducted in the Karakalpak language, to read and understand the meaning of poetic lines, influences the development of their logical and intellectual sphere, plays an important role in their vocabulary and speech. At the same time, in order to develop students' oral speech, it is necessary to pay attention to the following in native language lessons in grades 6-7 of schools where education is conducted in the Karakalpak language: reading examples of Karakalpak oral folk art and expressing an opinion on their ideas, independent reading of stories, novellas, novels, epics and oral presentation of the content of the work, describing a favorite image in the work, depicting nature, in native language lessons in grades 6-7 of schools where education is conducted in the Karakalpak language, it is appropriate to compose a descriptive text based on pictures depicting Karakalpak customs and life events, to read scientific literature and learn to justify one's opinion, to analyze the theoretical texts given in native language textbooks for grades 6-7, to regularly work on types of dictionaries and terms, to read and analyze journalistic and scientific articles, to choose words related to the topic for the interlocutor, to pay attention to adherence to speech techniques when speaking. Oral speech is the actual state of interaction-intervention, as the primary means of the communication-relationship process. It is suitable for a nearby, side-by-side interlocutor, for the student. Oral speech is an expression of the spoken style, and no specific requirements, norms, restrictions, or boundaries specific to the literary language are established for it.

Written speech has a number of peculiarities depending on its purpose and conditions. It is intended for the interlocutor (person, reader) who is not close in terms of distance, distant, and not at the same time adjacent. It does not have additional "helpers" that help speech with gestures, hand movements, and body movements, as in oral speech. Therefore, it is a vital necessity for written speech to be clear, fluent, understandable, logical, grammatically correct, and orthographically correct. In this case, it is important that there are no aspects of the thought that prevent others from perceiving the meanings intended by the same writer.



References:

1. Зимняя И.А. Компетентностный подход в образовании (методолого-теоретический аспект) // Проблема качества образования: матер. Всерос. совещания. – М.: 2004. – Кн. 2. – С.6-12.
2. Hymes D. Foundations in Sociolinguistics Yedition – Routledge.: 2003. - 247 p.
3. Зимняя И.А. Ключевые социальные компетенции – новая парадигма результата образования // Высшее образование сегодня. – 2003. - № 5. – С.22.
4. Зеер Э.Ф., Павлова А.М., Сырманюк Э.Э. Модернизация профессионального образования: компетентностный подход. - М.: МПСИ, 2005. - 216 с.
5. Bekimbetova G.Ta'lim boshqa tillarda olib boriladigan maktablarda qoraqalpoq tilini o'qitish mexanizmini takomillashtirish: ped.fan.dok. (DSc) diss.–Nukus.: 2024.285-b.
6. Б.Кутлымурат улы. Қарақалпақ тили орфографиясын оқытыў усыллары. Нөкис: Билим.: 1993. – 60 б.

