Volume 4, Issue 11, November 2026 ISSN (E): 2938-3803

# THE NECESSITY OF TEACHING THE KARAKALPAK LANGUAGE AS THE STATE LANGUAGE IN HIGHER EDUCATION INSTITUTIONS

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**Abstract**
The practical implementation of the status of Karakalpak as a state language, the enhancement of its social prestige, and the development of future specialists' professional competence make its teaching in higher education essential. The article aims to substantiate the legal and social foundations, scholarly and methodological principles, and institutional improvement directions for teaching Karakalpak as the state language in higher education institutions. The study analyzes scholarly literature and regulatory sources using comparison, generalization, and a systematic approach. As a result, an institutional model was proposed that integrates needs assessment, curriculum design, practical instruction, and monitoring of educational outcomes. Dialogic communication, task-based learning, interdisciplinary integration, electronic resources, and staged assessment were found to develop students' communicative and professional skills. The model should be implemented through professionally oriented curricula and practical assignments.

**Keywords**: Karakalpak language, state language, higher education, communicative competence, professional communication, institutional model, task-based learning.

## Introduction

The issue of teaching the Karakalpak language as the state language in higher education institutions is directly linked to national educational policy, the social prestige of the language, and the formation of the professional competence of future specialists. Higher education institutions are an important social institution that develops students' skills in scientific, official, and professional communication in the state language and expands the scope of the language's practical application. Therefore, teaching the Karakalpak language should not be limited to mastering language norms alone, but should serve to demonstrate its functional capabilities in public administration, documentation, education, and professional activity.

The status of the Karakalpak language as the state language, its use in relevant spheres of social life, and the legal foundations of language teaching are closely linked to the norms established by the Law of the Republic of Uzbekistan on the State Language [1]. In this direction, multilingual education, language policy, and the educational process. Despite this, the study of the content, methods, and institutional mechanisms of teaching the Karakalpak language as the state language in higher education as a unified system has not been sufficiently established. In particular, the system of tasks that takes into account the various professional needs of students, interdisciplinary integration, development of practical speech, and issues of gradual assessment of educational results require more in-depth scientific and methodological research. In this process, it is important to develop skills in communicative tasks, the drafting of official documents, and the use of terms related to the field, which are inextricably linked to specialized



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Web of Humanities: Journal of Social Science and Humanitarian Research

Volume 4, Issue 11, November 2026 ISSN (E): 2938-3803



disciplines. This approach transforms language education from the provision of theoretical knowledge into a means of preparing for practical professional activity.

The purpose of the article is to substantiate the necessity of teaching the Karakalpak language as a state language in higher education institutions, to define its legal and social status, scientific and methodological principles, and directions for institutional improvement. The status of the state language refers to the main scope of use of the language in public administration, legal relations and social life, established by law. The Law of the Republic of Uzbekistan "On the State Language" was adopted in 1989 and later revised, defining the spheres of official use of the state language [1]. This legal framework establishes general criteria for the use of the state language in public administration, documentation, education, and public relations. The recognition of the Karakalpak and Uzbek languages as state languages in the Constitution of the Republic of Karakalpakstan forms the constitutional foundation of language relations in the region [3]. The Constitution of the Republic of Uzbekistan also defines the legal guarantees of language issues and strengthens the principle of state protection of the interests of citizens related to language [4]. Ferdinand de Saussure's interpretation of language as a social phenomenon and Joshua Fishman's.

The status of the Karakalpak language as the state language implies that it is not only recorded in legal documents but is also actively used in daily social practice. In this regard, this status strengthens the responsibility for using the Karakalpak language in local public administration, documentation, education, culture, and mass communication. The right to a language expresses the legal opportunities of individuals and communities related to the choice, use, and development of a language. Therefore, the right to language encompasses the opportunities for citizens to receive education, access information, and participate in public life in their native language without language barriers. UNESCO's approach to multilingual education also considers the recognition of linguistic diversity as an issue related to education and social equality [2]. Fishman's approach to the intergenerational transmission of language shows that the status of the state acquires stable social meaning only when it is strengthened by family and collective use.

In our opinion, the practical value of legal status is determined not only by the use of the Karakalpak language at a symbolic level, but also by its regular use in specialist training and professional document circulation. Higher educational institutions are one of the primary institutions that enhance the social prestige of the Karakalpak language and transform legal norms into practical professional skills. In this environment, the use of the state language directly affects the activities of future specialists in public administration, education, culture, and other social spheres. Furthermore, the consistent use of the Karakalpak language in higher education strengthens its intergenerational continuity and collective status. Mastering legal terms, official correspondence, and scientific texts related to the field in the Karakalpak language during the educational process develops students' professional communicative competence. This approach establishes language not only as a subject of study, but also as a means of scientific and professional activity.

Lev Vygotsky's view that the development of language and thinking is formed in the process of social cooperation provides a scientific basis for teaching the Karakalpak language in higher education based on dialogic communication and collaborative tasks. In this approach, the student



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Volume 4, Issue 11, November 2026 ISSN (E): 2938-3803



acts not as a subject acquiring ready-made knowledge, but as an active participant who co-creates meaning. In the process of working in pairs and small groups, students learn to comment, ask questions, compare facts, and justify their point of view. This process allows for the use of language units in meaningful communication and their improvement based on feedback rather than memorizing them separately. Communicative competence, as proposed by Dell Hymes, is the ability to use language tools purposefully in various social and professional situations; therefore, along with grammatical correctness, it is also important to create speech appropriate to the situation. Michael Canale and Merrill Swain studied this competence in grammatical, sociological.

The content of training should be built on the basis of a competency-based approach. This approach evaluates educational outcomes not only by knowledge but also by the ability to apply knowledge in practical activities. From this perspective, students must be prepared to perform real speech tasks in the Karakalpak language, such as official letters, applications, reports, presentations, and professional interviews. If phonetics and grammar are integrated with practical speech, academic writing, terminology, and professional text analysis within the course content, the functional value of theoretical knowledge increases. For example, students can extract key terms from a text related to a particular profession, explain their meaning, and then prepare a document or a short presentation involving these units. Such tasks develop reading, writing, listening comprehension, and oral speech skills throughout the entire activity. The principle of task-based learning directs the student not to repeat a ready-made rule, but to solve a specific communicative problem in the Karakalpak language.

At the same time, the methodology intended for higher education should not be limited to the repetition of general school grammar, but should be adapted to the academic and professional needs of the student. At the same time, interdisciplinary integration—that is, the method of linking the content of language education with other disciplines and areas of professional activity—creates an important methodological opportunity. Karakalpak terms, document samples, and professional situations related to the fields of law, medicine, economics, pedagogy, and technology should become an integral part of the course material. Thus, the student understands language not only as a subject of study but also as a means of exchanging information, documentation, and discussing problem situations within the specialty. The emphasis on active assignment, independent thinking, and evaluation of practical results in quality-oriented approaches to higher education supports this methodological direction [7]. Thus, the necessity of teaching the Karakalpak language in higher education depends solely on knowledge of the language.

Language policy is a set of consistent measures regulating the status, use, teaching, and development of languages by the state and educational institutions. In this context, subject programs, internal documents, professional development activities, and electronic resources will be coordinated based on a unified institutional management system. The concept for the development of the higher education system identifies improving the quality of education, utilizing digital resources, and strengthening practical training as priority areas [9]. The main relationships of the model are reflected in the diagram below.

This structure ensures the continuity between management decisions and the educational and practical process. For all areas, it is advisable to gradually introduce modules based on academic



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Volume 4, Issue 11, November 2026 ISSN (E): 2938-3803



communication, professional terminology, documentation, and specialized texts. Methodological seminars, open classes, and interdisciplinary working groups will be organized for teachers, and a task bank will be created; expanding the resource base of electronic dictionaries, corpus-based texts, video lessons, and remote assignments.

Assessment is carried out through speech tasks, written works, presentations, and modeling of professional situations at the diagnostic, current, and final stages. Effectiveness is determined by the student's text creation, correct use of terms, mastery of a formal style, and independence in oral communication. In our view, such a model, based on the cooperation of the department, faculty, and employers, ensures stable, practical, and controlled teaching of the Karakalpak language.

The results of the study show that the status of the Karakalpak language as the state language is not only legally recognized but also requires its active and high-quality use in public administration, higher education, documentation, and social life. In our view, higher education institutions serve as the main institutional pillar of this process, preparing students for scientific, professional, and official communication in the state language, enhancing the social prestige of the language, and transforming legal requirements into practical competencies. As a scientific innovation, an institutional model was proposed that links the identification of Karakalpak language teaching needs, curriculum design, practical training, and monitoring of results. Within the framework of this model, dialogic communication, cooperation, task-based learning, a competency-based approach, and interdisciplinary integration have been identified as priority methodological foundations. Apply to modular learning, academic, and professional situations.

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