

**ISSUES OF CONSIDERING LEARNERS’ LEVELS OF KNOWLEDGE IN TEACHING KARAKALPAK LANGUAGE IN FOREIGN LANGUAGE CLASSES**

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**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

Decree No. PD-6108 of the President of the Republic of Uzbekistan dated November 6, 2020 “On measures for the development of education and science in the period of new development of Uzbekistan” [1], Decree No. PD-5712 “On approval of the concept of comprehensive development of the public education system of the Republic of Uzbekistan to 2030”, the Presidium of the Supreme Council of the Republic of Karakalpakstan, dated November 3, 2020, “On measures to further increase the prestige of the Karakalpak language as a state language” on July 16, 2021, the Presidium of the Supreme Council of the Republic of Karakalpakstan “On the development of the Karakalpak language and the development of the language policy”, it is based on the decisions of the language policy development [2] and aims to improve the knowledge of students in accordance with modern requirements. In the following years, great importance will be attached to the appreciation of our mother tongue, the preservation of the national language, the promotion of education in the world arena, and the promotion of nationalism.

Improving the quality of education, teaching the Karakalpak language in educational institutions in our country, and improving its effectiveness are becoming the current issues of the day.

According to the 2022-2023 school year, the Karakalpak language is the national language of our country, so the number of hours of teaching is 68.

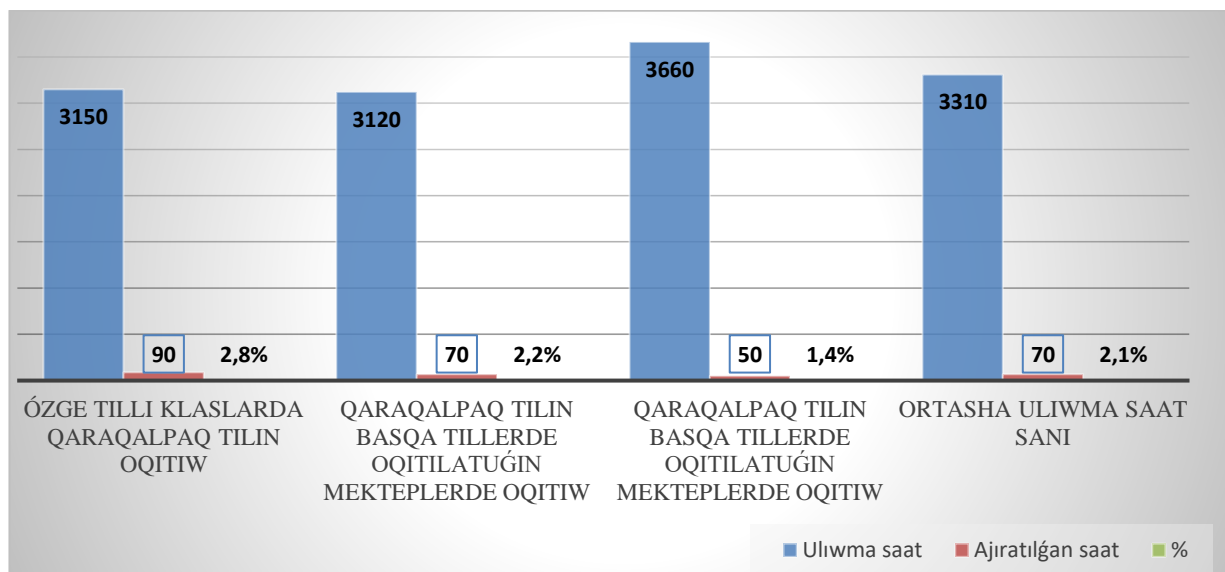
Instead of regular courses, students who are studying in other languages, such as, 2nd year students, “Teaching Karakalpak language in foreign language classes” for 90 hours, 2.8% of the study hours, 3rd year students, 70 hours of “Teaching Karakalpak language in schools taught in other languages” and 2.2%, the 4th year students spent 1.4% of the 50 hours allocated to “teaching the Karakalpak language in schools taught in other languages”. (See Table 1.)

| Module theme for 2nd, 3rd, 4 <sup>th</sup> years                          | total number of hours | total number hours in the program | %     |
|---|-----------------------|-----------------------------------|-------|
| Karakalpak language teaching in foreign language classes                  | 3150                  | 90                                | 2,8%  |
| Karakalpak language is taught in schools where other languages are taught | 3120                  | 70                                | 2,2 % |
| Karakalpak language is taught in schools where other languages are taught | 3660                  | 50                                | 1,4 % |

|                      |      |     |      |
|----------------------|------|-----|------|
| <b>Total</b>         | 9930 | 210 | 2,1% |
| Averagenumberofhours | 3310 | 70  | 2,1% |

Table 1

From the 1st to the 4th year, the number of hours in the module of the curriculum is 9630 hours, 2.1% of the total. This study shows that the development of the knowledge levels of Karakalpak language in foreign language classes is not satisfactory. Here, the time allocated for learning Karakalpak language to the groups of learning in another language is explained by the diagram below.



Students of Karakalpak State University named after Berdakh and Nukus State Pedagogical Institute named after Ajiniyaz learn to receive education in other languages. The “Usage of the Karakalpak language in the specialty” module was 1.9% of the total of 60 hours. If we analyze these comparisons in a comparative way, the share of the state language in developing countries is 13.4% in Germany, 17.8% in North Korea, 19.1% in Japan, 17.5% in Russia, and 13.4% in Belarus.

1st, and 2nd year students of Nukus State Pedagogical Institute named after Ajiniyaz have a course plan for this (60111600 - Uzbek language in foreign language groups (for 2nd courses in the academic year 2022-2023), 60111700 -Russian language (for Russian language in foreign language groups),

For the 3rd year, 5112400 - Uzbek language in foreign language groups, 5112500 - Russian language in foreign language groups, 4th year 5112400 - Uzbek language in foreign language groups, 5111300 - Russian language and literature (Russian language in foreign-language groups) courses.

We can see that there is a need for additional education in other languages, such as Uzbek, Russian, and literature, as well as Karakalpak language courses in other languages.

In our country, the National Curriculum Program, which is in the process of reforming higher secondary education “Language is the mother tongue of literature, Karakalpak language (that’s why schools teach in other languages), education in other languages (Uzbek, Kazakh, Turkmen, Russian languages) schools provide the communication between the subjects, so that they can be used in the subjects. Currently, in the Republic of Karakalpakstan, education is provided in five languages in higher secondary schools. By the way, in 721 schools, education was conducted in Uzbek, Russian, Karakalpak, Kazakh, Turkmen languages, and necessary conditions were created for the principle of international tolerance for the representatives of each nation. The teaching process is conducted in the native language of the students, and in each of these schools, there are teaching and teaching methodical literatures from all genres. The basic principle of Karakalpak language teaching in schools is teaching to use the language in different situations.

In the teaching of the Karakalpak language (State language) in the schools of education in other languages, it is clear that it is necessary to apply the following principles, which come from the nature of the left wing, in line with the didactic principles that have been passed:

- a) the principle of modeling Karakalpak speech and scientific experiments taught in Karakalpak language teaching;
- b) the principle of taking into account the influence of the state of linguism in Karakalpak language teaching;
- v) the principle of taking into account the intermediate integration of the elements in teaching the Karakalpak language, and strictly applying the intermediate connection of the sections;
- g) the principle of comparative teaching of language events in Karakalpak language teaching.

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.

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