

Methods of Teaching Turkish as A Foreign Language: Features and Prospects

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Abstract

The relevance of this article is due to the insufficient development of research on the problem of teaching grammatical features of the Turkish language, contributing to improving the effectiveness of teaching Turkish oral speech, which would be focused on the development of procedural communicative and speech qualities of the student's personality.

The article is devoted to the problems of formation of listening skills of philology students at the initial stage of learning the Turkish language. In particular, the research focuses on the difficulties that are caused by the nature of the language material and the linguistic features of the Turkish language.

Keywords: Initial stage, difficulties of learning listening, Turkish language.

1. INTRODUCTION

In the modern world, the growth of globalization, the interweaving of different cultures and the dynamics of public life necessitates the improvement and study of foreign languages. No one doubts the fact that the possession of one or more foreign languages opens up new horizons in a person's life and career, the opportunity to change their place of residence in order to improve the quality of life. Therefore, at present, knowledge of one or more foreign languages is not only an additional advantage, but a necessity. Consequently, the purposeful formation of bilingualism (multilingualism) in the education system should contribute to the practical mastery of a foreign language, including Turkish, involving the development of speech communication skills in educational activities, everyday life, official business and socio-cultural spheres. At the same time, the primary task is to develop the content and system of teaching a foreign language.

In the 21st century, the use of multimedia in the educational process has become popular among teachers. There is a lot of disagreement about the effectiveness of different approaches to the presentation of vocabulary. Moreover, the study of grammar is often perceived as a tedious and painstaking process. Based on the experience of some experts, it has been noticed how students are enthusiastic about learning a language with the help of modern technologies, and the use of multimedia when learning grammar is not only funny, but also helps students learn without conscious analysis or understanding of the learning process, while they acquire communicative and grammatical competencies as a second language.

2. RESEARCH AND METHODOLOGY.

There are many techniques related to the study of grammar. While teachers agree that the use of multimedia resources is an excellent addition to the educational process for children, many experienced authors of textbooks and manuals argue that multimedia resources are not just a time-consuming activity, but they have great educational value.

There are many different forms/types of educational multimedia materials that can be used by the teacher and students in different ways. The use of new technologies in the educational process is a great way for teachers to convey information, convey a specific idea to students and attract the attention of students. In particular, for a foreign-speaking audience, this type of educational stimulation can have numerous positive consequences for the development of skills for learning a foreign language. This technology can also be presented in forms that can help students experiencing

difficulties in studying foreign languages-strange languages, keep up with their peers. Multimedia media can be defined as information presented in various forms of multimedia such as text, audio graphics and animation. Multimedia tools are primarily computerized, as they offer the easiest way to create graphics and presentations. The most common multimedia applications include digital text, collections of short stories on CDs, videos, and computer simulations. In addition to computer disk programs, to increase the motivation of students, many teachers use the Internet, which allows them to additionally "include" such an important element of learning as interest in the subject being studied. The formation of interest or motivation to study is one of the most difficult elements in the educational process. In this case, using the popularity of the Internet in the student environment, it can be done by simple means. Although multimedia technologies used to teach grammar are very common, however, most of the research, both Uzbek and foreign, is devoted mainly to European languages. Agglutinative languages are characterized by mechanical and gradual attachment of affixes to the root. Morphemes include all significant parts of the word. Consequently, root morphemes, affixal word-forming and affixal grammatical (form-forming) meanings are distinguished. Affixes, in turn, are divided into suffixes (affixes standing after the root) and prefixes (affixes standing before the root). Affixes in Turkish include morphemes that stand at the end of a word and express the relation of a given words to other words in the sentence

The degree of importance of certain grammatical phenomena in the selection of the content and system of teaching the Turkish language is determined by the following factors:

- a) the specifics of the Turkish language system itself in comparison with the native language of students;
- b) the degree of similarity and divergence of the Turkish language with the native language of students;
- c) the methodological expediency of introducing certain language units in the process of teaching the Turkish language at the initial stage.

Listening is one of the main types of speech activity, acting as a goal and means of learning in the Turkish language course. Practice shows that listening causes difficulties for students of philology who study Turkish outside the language environment. This, of course, has an impact on the formation of their speaking skills, since speech communication is impossible without listening, since this is a two-way process. Underestimating the importance of the formation of listening skills can have an extremely negative impact on the language training of students. Listening as an action that is part of a communicative activity is used in oral communication. Without mastering this type of activity, it is impossible to learn a language and use foreign language speech at the level that is necessary at the present stage of development of society. Therefore, the topic of this article is one of the most relevant in the modern methodology of teaching the Turkish language. Listening is not an isolated type of speech activity, it is closely related to speaking, reading and writing. Understanding speech by ear is closely related to speaking - the expression of thoughts by means of a foreign language. Speaking and listening are two interrelated aspects of oral speech. Listening is not only the reception of a message, but also the preparation in internal speech of a response to what is heard. Listening prepares for speaking, and speaking helps to form the perception of speech by ear.

Listening is also connected with reading. They are united by belonging to receptive types of speech activity. Reading is the translation of a graphic language into a sound one. Reading aloud or to himself, a person hears the perceived text. Thus, being closely related to other types of speech activity, listening plays an important role in learning a foreign language and especially in communication-oriented learning. In the process of mastering the Turkish language and the formation of listening skills, in particular, students of higher educational institutions studying the Turkish language face a number of difficulties at the initial stage, both common to the process of perception by ear, and special ones associated with trying to understand a language that they do not yet know at a sufficiently high level.

In the works of some Turkish methodists Yu .Dogan (Douan Y.), O. Demircan (Demircan O.), M. N. Gomleksiz (Gomleksiz M. N.), And Tarjan (Tarcan A.), E. Tashdemir (Taşdemir E.), etc. details are traced, highlighting each individual aspect in the process of perception and understanding of foreign language speech by ear and a corresponding study of its role in this process, difficulties associated with this aspect, and ways to overcome them.

Contrary to this, in domestic authors, all the difficulties that arise in the formation of foreign-language listening skills are grouped according to certain characteristics into several groups, and accordingly general recommendations are given for overcoming them.

After analyzing the scientific literature on the topic under study, it was revealed that the difficulties of forming listening skills may be due to:

- 1) the nature of the language material;
- 2) the language form of communication;
- 3) the semantic content of communication, composition;
- 4) the conditions of presentation of the message;
- 5) sources of information;
- 6) the auditory experience of the listener.
- 7) In this article we will focus on the difficulties caused by the nature of the language material and the linguistic features of the Turkish language.

3. RESULTS AND ANALYSIS

The difficulties caused by the nature of the language material, in turn, can be divided into phonetic, lexical and grammatical difficulties. In the flow of speech, familiar words change their usual sound according to the law of vowels or consonants. The difficulty lies in the fact that when affixes and endings are added, vowels are likened to each other on the basis of palatal / non-palatal and labial / non-labial, that is, the quality of the vowel sound of the last syllable of the base (root) determines the quality of the vowels of subsequent syllables. So, if the last vowel of the root is a vowel of the front row, then all subsequent affixes and endings must contain vowels of the front row and vice versa, the vowel of the back row of the last syllable of the root leads to the appearance of vowels of the back row in all syllables. Also, the rhythmic-melodic pattern of the Turkish language, which is influenced by the order of words in a sentence, causes great difficulties. It is known that in Turkish the reverse order of words in a sentence, compared with Uzbek, Russian or even English with your tongue. This fact complicates the process of perception and understanding of the utterance in the process of listening. Among the lexical difficulties of perceiving Turkish speech by ear should, first of all, include the presence in the Turkish language of words similar in sound (agag - ag, dinlemek - dinlenmek, anlatmak - anlamak, oku - okul), words that express paired concepts (soru - cevap, gel - git, otur - kalk) - in other words, everything that can be confused. Grammatical difficulties include a discrepancy in the syntactic pattern of the phrase - the reverse order of words in the sentence (the position of the subject - at the beginning; predicate - at the end of the sentence). In addition, the morphological system of the Turkish language itself is characterized by the process of agglutination - the build-up of affixes that change the meaning of a word; a special form of name compatibility - izafet; the absence of a gender category; the case system, which differs, for students at the initial stage of learning the Turkish language, makes it difficult to perceive Turkish language material by ear, since students, trying to recognize the grammatical structures of the Turkish language, do not perceive the content of what they have heard.

Most methodologists believe that at the initial stage, when the basic listening skills are formed, texts should be based on familiar language material. Overcoming difficulties in understanding a text containing unexplored language material is provided by the formation of the ability to guess the meaning of new words, as well as the ability to understand the meaning of phrases and the text as a whole, despite the presence of unfamiliar elements in it.

In our opinion, at the initial stage of learning Turkish, when a language learner listens mainly to individual words and short sentences, he should understand everything completely. Subsequently, the

listening texts become longer, although they still adapt to the level of students and provide full understanding. However, even if all the words are perceived, the main content of the message may remain unclear.

The ability to dispense with part of what is heard and understand the meaning of the utterance is essential for effective listening. When a language learner goes from intensive to extensive listening to Turkish, he is able to cope with gaps and highlight important information, then listening skills of the native language can be useful, but only if they are consciously practiced.

Depending on the specific educational tasks and on the basis of the completeness of the understanding of information in the scientific and methodological literature, scientists distinguish two types of listening: listening with full understanding and listening with understanding of the main content of the text. Texts for listening with full understanding do not include unfamiliar vocabulary and expressions that could be an obstacle to perception. When listening to a text with an understanding of the main content, the student should strive to understand the text as a whole. At the initial stage of learning Turkish, the main focus should be on developing the ability to fully understand the text. Therefore, the materials for listening should be based on the material known to students.

Based on the well-known language material, the messages should be both interesting and informative. Along with new information, the message should contain data already known to students. Listening should be taught at a natural slow pace, characteristic of the language being studied. In order to facilitate perception, it is recommended to increase the tempo of sounding within one message, as well as "slow down the pace of speech due to natural pauses between phrases. Such pauses do not distort the correct intonation pattern of the phrase and, by slowing down the pace of speech, allow the auditor to eliminate the lag in internal pronunciation."

In the process of forming listening skills at the initial stage of learning Turkish, difficulties can be circumvented or overcome, provided that a special system of exercises is developed, which is used in teaching listening in terms of complexity and which is close to the conditions of the natural language environment, while remaining feasible for students to perform.

4. CONCLUSION

So, in the process of learning listening at the initial stage of learning the Turkish language, students necessarily face difficulties of various kinds. The presence of these difficulties is, on the one hand, a problem, the solution of which leads to the formation of listening skills, on the other hand, they should not hinder the learning process. Therefore, the Turkish language teacher needs to take certain measures to help students overcome difficulties with the help of special exercises. This study does not cover all aspects of the problem, but examines some problematic aspects of the process of forming the listening skills of philology students who study Turkish outside the language environment. The perspective of the research is to consider other types of difficulties in the formation of listening skills and ways to overcome them in the process of learning Turkish at the initial stage in high school, as well as the development of a system of exercises for the formation of listening skills of philology students who study Turkish outside the language environment.

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