

CONTENT OF TEACHING COMMUNICATION IN THE KARAKALPAK LANGUAGE IN KINDERGARTENS AND PRIMARY SCHOOLS OF KARAKALPAKSTAN

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Abstract: The article is devoted to the problem that the system of continuous education in the process of forming communication skills in the Karakalpak language provides for the creation of the necessary conditions for the development of a spiritually rich, socially active personality, able to communicate freely in the state language. The article reveals the need for a deep analysis of the current level of knowledge, abilities and communication skills of children, the level of professional training of teachers; identifying the positive and negative aspects of organizing the pedagogical process and search for new ways to improve the quality of their training, which should help to increase the knowledge of preschool children and primary school pupils, providing a high level of communication in the state language. The article examines the formation of children's communication skills in the Karakalpak language in kindergarten and primary school, reveals the essence of the concept of communication, speech, language and activity. The article is devoted to the study of the modern communicative method of teaching the Karakalpak language from the perspective of the language picture of the formation of communication skills.

Keywords: Education, formation, skill, communication, motivation of learning, level of knowledge, abilities and communication skills, educational, scientific and general cultural knowledge, spiritual and moral qualities.

INTRODUCTION

At the present stage of the formation of sovereign republics, the growth of national identity, the revival of interest in the past people, its richest spiritual heritage, the problem of taking into account national pedagogical traditions is actualized, including the problem of spirituality and morality in the process of forming communication skills in the Karakalpak language among children of non-indigenous nationality in the system continuing education. In Karakalpakstan, age-old traditions of education based on direct communication, high spirituality and morality have practically been lost.

In the context of the implementation of the national model of personnel training, the fundamental factors of teaching the young generation the state (Karakalpak) language are taking into account the lifestyle of the Karakalpak people, the specifics of natural and social conditions, customs and traditions, based on the rich historical and spiritual heritage, world practice and the positive experience of the best teachers.

Continuing education system in the process of developing communication skills in the Karakalpak language among the young generation provides for the creation of the necessary conditions for the development of a spiritually rich, socially active person who is able to communicate freely in the state language in various spheres of life (political, environmental, social and cultural).

In the process of socially organized study, a person acts as a subject of work, cognition and communication. As G.I. Khmara notes the role of mass media and communication in the formation of personality at this stage is great.

In accordance with the Law of the Republic of Karakalpakstan "On Education" and the "National Program for Personnel Training", it is noted that already in the preschool level, the formation and

development of initial work skills is envisaged, awakening the craving for learning, to prepare for systematic training. Primary education provides systematic knowledge of the basics of science, develops the need for mastering knowledge, forms basic educational, scientific and general cultural knowledge, spiritual and moral qualities based on national and universal spiritual values, work skills, creative thinking, a conscious attitude to the world around and choice profession.

The content of education should be understood as a system of knowledge, skills and abilities selected for teaching the Karakalpak language, the mastery of which provides the basis for the comprehensive development of children, the formation of thinking, cognitive interests and preparing them for further educational and work activities, for free communication in all spheres of human activity: social, cultural, political.

According to the well-known scientists Sh.Kurbanov and E. Seytkhalilov, education is training - a duty determined by state legislation.

And why the educational process should be focused on the abilities, inclinations, and interests of children and personal experience, providing them with the opportunity to realize themselves in the process of cognition, in educational activities?

In this regard, it is necessary that the content of education, its means and methods are designed so that the child has the opportunity to be selective in the educational material, its type, and form. This is precisely the reason for the need to develop diverse options for didactic materials (games, exercises, tasks, selection of literary works, including various types of activities), where the child could realize his knowledge, skills and abilities, getting pleasure from this, self-asserting, at the same time enriching his spiritual world.

It is education as a set of knowledge, skills and abilities that is the most important means of the formation of artistic, moral and intellectual qualities of a person, which is the main goal and result of the education process.

Education is a specific form of social education processes, when a planned and systematic learning activity is organized in order to assimilate socially significant knowledge in the continuous education system.

The system is a set of elements connected by stable relations with each other and forming an internally organized whole. When defining the concept of a system, it is necessary to take into account its close relationship with the concepts of integrity, structure, connection, element, relation, sub system, and others.

The structural level of the system of teaching communication in the Karakalpak language in preschool education is kindergartens (nurseries). The purpose of the training is to teach basic communication in the Karakalpak language in the simplest situations. In primary education there are grades 1-4, and the goal of education is to teach elementary schoolchildren to communicate in the Karakalpak language in typical life situations.

It should be emphasized that the success of the formation of communication skills in the Karakalpak language lies in the successful choice of the goal of education (taking into account social and scientific achievements, the needs of society, as well as the personal needs of pupils in mastering a second language within their capabilities).

In our study, the goal of teaching the Karakalpak language is: 1) the unity of teaching, upbringing, the focus of this process on the formation of a comprehensively developed personality, fluent in the Karakalpak language; 2) to form in children an understanding of the essence of language as a social phenomenon, their assimilation of information about the Karakalpak language for use in communication. This is an expansion of linguistic horizons (for example, understanding the peculiarities of the nature of the languages of Karakalpak and Russian, different ways of expressing thoughts in these languages), familiarizing children with the cultural values of the Karakalpak people. Relying on their experience in their native language, the implementation of the transfer of knowledge, skills and abilities allows children to more deeply comprehend some facts of their native, as well as the Karakalpak languages, thereby developing thinking improves their speech abilities, culture, mental work and communication culture.

It is essential to implement such important didactic principles in the assimilation of the Karakalpak language by Russian-speaking children: practical and communicative orientation, scientific character, historicism, consistency, connection with life, systematicity, repetition with a gradual complication of tasks, optimization of the load, consciousness and activity of pupils, continuity and

consistency in content, forms of work organization, methods and techniques, between the levels of the education system, taking into account age characteristics, the level of preparedness of children, reflecting national characteristics, generalizing educational material (generalization, logical transition from the particular to the general, subordination of particular phenomena to the general principle).

MATERIALS AND METHODS

Special attention should be paid to the question of the reasons for the success and failure in the assimilation of the Karakalpak language by pupils in classes with the Russian language of learning. This may include not only differences in the phonetic, lexical, grammatical systems of the Russian and Karakalpak languages, but also a number of other reasons that affect the course and results of the didactic process, which are called factors in modern pedagogy.

Thus, each teacher must first of all establish the reasons for the decline in learners' interest in learning the language, which is an important reason for the decline in the quality of knowledge.

According to the research, the success of training is ensured by the effectiveness, productivity, organization of the educational process.

In accordance with the established criteria, I.P. Podlasy developed a list of factors affecting the productivity of training.

Based on the ideas formed about these factors, it is possible to build such a system of teaching the Karakalpak language, with the help of which each pupil could increase the level of effectiveness of his own knowledge, abilities and skills.

These include: motivation for learning, showing interest in the subject, in the textbook, work, in cognitive activity, the need to learn a language, the desire to acquire new knowledge, to show independence in performing tasks, to increase mental and speech activity, tenacity and perseverance in mastering communication skills; from the teacher's side: stimulating the communication process, managing the learning process, developing attentiveness, discipline, perseverance, applying knowledge in practice.

An equally important point is the identification of students' general abilities that help in the assimilation of educational material: taking into account the peculiarities of psychological activity, types and nature of educational activities, the level of training, the level of erudition, the time spent on the assimilation of knowledge, the time to consolidate knowledge. The frequency of monitoring in order to check the level of knowledge, skills and abilities, the nature of self-study.

The amount of educational material, the content of training sessions, the psychological conditions of learning, the teaching aids, the teacher's performance and pedagogical skills, the teacher's potential: age, learning ability, environmental conditions, sanitary and hygienic conditions, the need to achieve a goal, attitude towards productivity, relationship style, style communication, pedagogical knowledge, mutual learning.

Knowledge of the factors affecting the results of the learning process opens up wide scope for using a variety of approaches to the choice of means, methods and techniques of teaching, using them in various combinations, developing new pedagogical technologies on this basis that ensure an increase in the effectiveness of learning, building work based on the results of the achievements of modern psychological and pedagogical science and advanced experience.

In modern didactics, the motivation for teaching schoolchildren has ceased to be only a psychological category and is becoming an integral part of the organization of the entire educational process. The correlation of cognitive needs with motives, emotions, interests, goals and worldviews of the individual was studied by S.L. Rubinstein, A.N. Leontyev, A.K. Markova and others.

The pedagogical problems of the formation of needs for knowledge and the motivation for learning in schoolchildren were developed by V.S. Ilyin, V.G. Aseev, V.M. Lykova and others. The problem of positive motivation for learning is one of the central issues in the pedagogy of cooperation. The humane-personal approach to educational activity is based on attuning the child to learning, and for this, look at the educational process from his position.

The research of N. V. Ivanova, E. L. Nosenko and others is devoted to the study of the role of emotion in the formation of motivation in pupils in various types of educational activities.

The work of V.G. Nioradze is devoted to the development of motivation for learning in younger schoolchildren. The research of M.G. Davletshin, G.I. Shukina, and M.B. Bagomedov is devoted

directly to the problem of the development of interest as one of the main factors in the formation of positive motivation.

Psychologists explain this phenomenon by the fact that the interests of preschoolers and primary schoolchildren are generally very broad, but, unfortunately, they are extremely unstable. The task of the teacher is to develop and consolidate the initial external interest of children in the Karakalpak language, to ensure that it grows into a stable, internal interest. One of the conditions for the formation of such an interest in the Karakalpak language among preschoolers and primary schoolchildren is entertainment.

However, the amusement of the lesson cannot be replaced by entertainment, each lesson, each game and its situational moment must necessarily carry an epistemological load: develop and update the children's vocabulary in various speech situations, master the pronunciation norms of the Karakalpak language, teach them to build independent speech utterances desire to be fluent in the Karakalpak language for communication purposes.

At the same time, preschoolers and primary schoolchildren are extremely susceptible to everything new, unusual, actively respond to any manifestation of attention and interest in it, on the other hand, precisely at this age their cognitive interests begin to form. Children's memory is long-term, children's impressions are extremely deep, and therefore the positive emotions experienced by children when developing communication skills in the Karakalpak language can become fertile ground for the development of a stable and deep interest in the Karakalpak language, a conscious desire to know it well, the desire to communicate in it.

As it was noted, the main driving force for children to learn the Karakalpak language is motivation. Motivation in the understanding of scientists includes the manifestation of personal qualities of a person. Motivation encourages a person to engage in active learning performance, motive is a reason that causes certain actions. The relationship between a preschooler and a schoolchild can also influence internal motives (the desire to independently acquire knowledge without outside help).

In order to form the motivation for learning, the teacher must create conditions for testing self-awareness, self-esteem, self-belief in the need to achieve the set goal.

According to scientists, the establishment of close contacts between the teacher and the pupils, the creation of conditions for easy communication in conversation with learners on various topics, supporting the desire for communication, the desire to share their skills to communicate in the target language, can have a significant impact on the formation of pupil's motivation.

The pupil's attitude to learning is characterized by activity, which manifests itself in the readiness to complete tasks, the desire for independence, conscientiousness in performing tasks, the systematic nature of training and the desire to improve their level.

This requires the teacher to create conditions where pupils would have to defend their opinion, pose questions to their comrades and the teacher, evaluate the answers of their comrades and their written work, help defenders, show independence in choosing feasible tasks to find several options for possible solutions to cognitive tasks (problems).

Create situations of self-examination - the analysis of personal cognitive and practical actions through the complex use of methods known to them for solving problems.

On the basis of a deep analysis of theoretical provisions on increasing the productivity of learning I.P. Podlasy draws conclusion stating that all new pedagogical technologies of independent learning mean, first of all, an increase in the activity of schoolchildren: "the truth obtained through one's own effort has enormous cognitive value."

The introduction of a new generation of interactive methods, teaching aids into the educational process, forcing students to constantly answer questions, maintain feedback, specialized computer programs, multimedia training systems with constant monitoring, it is possible to achieve a higher level of communication skills in the Karakalpak language. This approach requires excessive stress on the senses and mental powers of the learners.

It should be emphasized that one of the strongest motives of a person is interest (a positive attitude of the subject to his activities).

According to L.S. Vygotsky, heightened interest is evidence that the pupil's activity coincide with his organic needs. This also applies to the assimilation of the Karakalpak language.

In this regard, the pedagogical law states: "Before you want to urge a student to perform any activity, interest him, take care to find that he has strained all the forces necessary for it and that the child will act on his own, while the teacher remains to lead and direct his activities. "

At the same time, interest should be directed to the studied subject and so that the content of the subject is directly related to life.

The manifestation of interest is also associated with the personality of the teacher, his attitude to the subject and to the learners.

Meanwhile, scientists A.K.Markov, T.A.Mathis, and A.B. Serov note: "If a person gets satisfaction from his immediate behavior, from the activity itself, the motive should be considered internal".

At the same time, they consider it necessary to carry out radical reforms to improve the internal motivation of pupils.

Determining the content and methods of teaching a language, it is necessary to focus not only on the formation of skills for language acquisition, but on the subject of communication activity - the pupil with his needs, interests in relation to the world around him and to the content of the expressed thought.

The psychological feature of the language is also situational. A situation is defined as a set of certain circumstances related to the content of a given conversation, on which the speaker and the listener are based in order to understand each other. The development of the question of situational awareness in language teaching in the scientific literature has shown that those exercises that were previously considered basic for the development of speech (question-answer exercises, stand tables, retelling) are still insufficient for teaching oral communication.

In the methodological works of V.I. Chernyshev, a whole system of exercises is proposed. For example, he recommended giving the pupils the opportunity to speak as much as possible, often read aloud expressively and retell what they read, use books and articles that are easy to remember and transmitted from memory. All this, according to V.I. Chernyshev will allow you to quickly master live speech for communication than grammar classes.

V.V. Golubkov focuses on the perception of "verbal resourcefulness, the ability to find words and build a plan on the go", to speak convincingly. He offers exercises that help to strengthen the skills of oral and coherent speech: telling about the lives of writers, retelling, and creative storytelling.

Today, the study of the Karakalpak language as a second language in schools of the Republic convincingly proves the complete failure of the traditional school methodology. It became absolutely clear that it is impossible to separate the language from life, it is impossible to teach and push on facts about the language, training should be based on specific life situations, the language should be mastered in speech activity, in communication, realizing this, the modern methods are increasingly making a turn in communicative orientation of training.

The implementation of the communicative orientation of teaching the Karakalpak language in kindergartens and primary schools with the Russian language teaching involves the formation of speech activity in all its types (listening, speaking, reading, and writing). To solve this problem, a special situational-thematic organization of educational material is required, in which the learning process is built around speech situations, which form the basis for the formation of communication skills in the Karakalpak language.

Formation of communication skills in the Karakalpak language means not just learning to speak, but solving various communication problems in real life situations.

The communicative orientation of training involves mastering the ability to plan your speech behavior, correlating the goals of each speech act with the expression of the content and available foreign language tools, and using speech etiquette. Mediated communication (through a book) makes it possible to develop the ability to navigate the text, understand the author's intention, and practically evaluate the content of what he read.

The communicative orientation of teaching the Karakalpak language is realized in the process of solving particular problems, according to which pupils must master a certain active and passive vocabulary, acquire orthoepic, grammatical, word-formation, stylistic, spelling and, first of all communication and speech skills.

Teaching the Karakalpak language also includes educational and developmental needs for self-education, the development of skills and abilities to work independently with a book in the Karakalpak language, the ability to use reference literature, dictionaries, read thoughtfully, systematize material, and draw conclusions. The lessons of the Karakalpak language should contribute to the formation of the skills of rational independent work, the culture of intellectual work.

The content of the Karakalpak language lessons, speech situations, the topic of the Karakalpak speech, text material and the system of tasks for it should help in the formation of the national self-consciousness of pupils, take into account and reflect in a reasonable ratio the specifics of advanced national traditions and culture.

Since education and upbringing are specific forms of social activity, then pedagogical laws retain the specificity of the laws of social development.

On the basis of knowledge of the laws and their actions, it is necessary to derive, substantiate and formulate the principles and rules of planning and conducting the pedagogical process of personal development and thereby organizing the process of teaching and education on the subject "Karakalpak language." Principles require the realization of a specific goal through specific effective behavior. They are formed by a person to control the process of changing certain connections.

In the works of I.P. Podlasov, the principle is formed as follows: "The principle of didactics should be understood as the initial provisions that determine the content, organizational forms and methods of educational work in accordance with the goal of upbringing and education."

Principles in the methodology of teaching a second language are understood as "basic, initial theoretical provisions that determine the choice of methods, techniques, and other means of teaching." The principles define the strategy and tactics of teaching the Karakalpak language at the initial stage of teaching. This emphasizes the need and importance of the teacher's knowledge and the ability to practically be guided by them in the formation of communication skills in the Karakalpak language.

A rule follows from the principles, reflecting the actions used in a certain pedagogical situation, indicating by the teacher how to implement didactic principles in practical activity.

Meanwhile, the general didactic principles represent a system, acting in close interaction and interdependence. For example, the principle of continuity and consistency of learning, the principle of conscientiousness, activity, visibility of teaching, systematicity ensure the implementation of the principle of accessibility, scientific nature of teaching, the connection of theory with practice and life, the strength of assimilation of knowledge, awareness, combination of various forms of education, creating the necessary conditions for learning.

Taking into account the goals of teaching the Karakalpak language in kindergartens and primary schools, the leading methodological principle is the principle of communicative orientation in teaching this discipline. This means that teaching it should be based on the involvement of children in oral (listening and speaking) and written (reading and writing) communication, i.e. communication in the target language. This principle is reflected in all modern works on the methodology, textbooks and teaching aids on the Russian, Uzbek and Karakalpak languages. This principle practically determines all the components of the educational process in the Karakalpak language, and it is no coincidence that they talk about communicative-oriented teaching and even the communicative method (in the sense of direction) of teaching. Indeed, the consideration of language as a social phenomenon (it provides communication between people) brings to the fore learning for a communicative purpose - to learn how to communicate in it using both sound (oral communication) and graphic (written communication), highlighting primarily reading.

RESULT AND DISCUSSION

The principle of the communicative orientation also determines the content of training - the selection and organization of linguistic material, the concretization of the spheres and situations of communication: what communication skills are necessary to enter into communication, to carry it out in oral and written forms, and by what means it is possible to ensure the mastery of the communicative function of the language. The principle of communicative orientation makes it necessary to organize teaching appropriately, to use various organizational forms for communication, including a variety of games. This principle requires the observance of conditions conducive to communication. Finally, the principle of communicative orientation is designed to ensure learning outcomes, to teach children basic knowledge of the Karakalpak language, in order to communicate.

When teaching the Karakalpak language, children can, and the teacher should help them acquire basic skills to use the language they are learning for communication.

At the initial stage of teaching, it is more rational to carry out the communicative orientation in the oral form of communication, taking into account the ability of children 6-10 years old are more

easily perceive what they have heard, as evidenced by numerous psychological and methodological studies of this age category.

Oral beginning from the first steps creates conditions for the disclosure of the communicative function of the language and allows to bring the learning process closer to the conditions of real communication, which arouses pupils' interest in the subject and creates a sufficiently high motivation for learning the Karakalpak language.

In accordance with the requirements of educational scientists, education, knowledge, skills and abilities should be the results of the intended goal - the formation of communication skills based on the selection of the most significant educational content, means, ensuring the development of interest in the language and the use of such methods and techniques, which would contribute to the activation of the mental and speech activity of preschoolers and schoolchildren, providing consciousness and strength in the assimilation of knowledge.

At the same time, scientists believe it is especially important to observe the indissoluble unity of education, upbringing and development of learners, the formation of a socially active personality, showing the need for new knowledge to use it in communication with others.

The priority of the state language in the context of bilingualism presupposes a distinction between the native and the target language, determines the differentiation of learning goals from the needs of pupils in communication, without lowering the level of the state educational standard.

Teaching the Karakalpak language to children means developing the ability to solve communicative problems in the field of communication, which requires search work in improving the organization of the form of work with children, the use of effective methods and techniques for teaching communication skills in order to accelerate the process of mastering spoken language by children.

The results of the ascertaining experiment showed a different level of language proficiency. Children answered questions with memorized phrases, imitating adults; had difficulty building statements on their own; could not freely express thoughts according to the rules of the grammar of the Karakalpak language.

Interviews with children have shown that most of the children are bilingual at different levels (receptive, reproductive, and productive).

A low level of speech development is determined by the ability to name individual words, to use elementary phrases when answering questions. Children belonging to this group, as a rule, do not communicate in the Karakalpak language either at home or in kindergarten and school. As a result, they perceive the Karakalpak speech and phrases addressed to them, but cannot express their thoughts due to lack of experience.

The average reproductive level included children who answered questions with the phrases they memorized in the classroom (lessons) or learned on the basis of adult imitation. They told poems, fairy tales, guessed riddles and asked them, but found it difficult to build statements on their own. When communicating, they cannot express their thoughts freely in a logical sequence according to the rules of the grammar of the Karakalpak language.

The high level included children who can express thoughts in the Karakalpak language freely, easily answering any questions in a logical sequence. They freely recited poems, fairy tales, called proverbs and sayings.

Thus, the concept of the formation of communication skills in bilingualism, developed in our study, opens the way for a comprehensive solution to the problems of forming a phonetic system of language, grammar, vocabulary and rhetoric.

One of the effective ways of increasing the activity of children, developing their thinking, improving the quality of knowledge of pupils and children is the formation of communication skills and the systematic use of games. Games provide at the same time teaching, developing and educating the functions of the learning process.

During the investigation, it was found that at the present time the game and situational moments in the learning process are used insufficiently. At the same time, the level of creative activity of children rises in the process of communication and when performing game tasks in the most varied forms and types.

The use of situational games makes it possible to increase the number of exercises, to significantly differentiate the nature of situational and problematic situations, to ensure the growth of creative activity of children; promotes the emergence and development of creative interests of pupils.

The pedagogical experiment confirmed the effectiveness of the developed methodology for using game moments and game situations in the learning process. The goals set in the work have been achieved; the results obtained have been largely implemented into practice.

As a result of the inclusion of game forms and situations in the child's cognitive activity, active interaction between teachers and children is carried out, during which the system of situational and game actions achieves the solution of educational tasks.

The result of performing exercises and didactic, theatrical games was considered to be a gradual transition from conscious mental actions to unconscious automated skills and abilities in the grammatical design of words in the process of speech generation, as well as acceleration of this process. An indisputable proof of the correctness and high efficiency of the system of exercises aimed at the formation of knowledge, abilities and communication skills that ensure full consciousness at the initial stage of training was that the pupil was presented with phonetic variants of words with simultaneous explanation of the rules about their pronunciation and spelling.

CONCLUSION

Modern requirements for the training of national personnel in the Republics of Uzbekistan and Karakalpakstan focus on the comprehensive development of the pupils' personality, an important component of which is language culture, competent knowledge of the native language, including the Karakalpak language in the means of communication and mutual enrichment.

Language training includes, first of all, the development of strong skills and abilities in correct pronunciation, vocabulary, grammar and coherent speech, the basic structure of which is the formation of communication skills.

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