



TEACHING THE KARAKALPAK LANGUAGE TO PRIMARY SCHOOL STUDENTS OF THE RUSSIAN SCHOOL

A.S. Nauruzbayeva¹

R.J. Muratkamalova²

¹Candidate of Pedagogical Sciences, Professor, Department of Pedagogy, Nukus State Pedagogical Institute.

²Lecturer, Department of Distance Learning in Social and Humanitarian Disciplines, Nukus State Pedagogical Institute.
ayko2605@gmail.com

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Received: 10 th September 2021	The relevance of the chosen topic is due to the need to pay attention to communication in the Karakalpak language. Through communication, people begin to understand the inner world of another person, which causes them to like or dislike. And this has a beneficial effect on the development of ideas, concepts, imagination.
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As you know, the system of continuing education of the Republic of Uzbekistan and Karakalpakstan is based on the Law "On Education" and the "National Training Program", the ideology of independence, the essence of which is considered in the writings of the President of the Republic of Uzbekistan Sh. M. Mirziyoyev.

He emphasizes "Carefully preserving the wisdom of past generations, we consciously go to decisive reforms, committed to the formation of a new image of the country"(1,5)

The true meaning of national ideology is to educate people who think in a new way, independent, free from prejudice. The national ideology of independence is based on the national spirituality of the Karakalpak people, which can not only be understood, but also aesthetically perceived through the language of the people, their literature. To do this, it is necessary to use the Karakalpak language as a means, the key to learning the national values of the people.

Mastering the Karakalpak language opens up wide spaces for the younger generation to become familiar with the history, culture and traditions of the Karakalpak people, developing cognitive interests and needs for language acquisition in order to visualize the common thing that unites peoples and national identity in the language and culture of the Karakalpak and Russian peoples. This is a good incentive in the development of the need to learn more about history, customs, traditions, joining the spiritual values of the people.

The language of each nation has its own history, representing the foundation on which culture, science, and technology are built and developed, enriching and improving the language. By studying the language, the student learns the specific features of the revival and development of culture, national spirituality of the Karakalpak people.

Since the study of the Karakalpak language is based on the principle of unity in solving the problems of education, upbringing and development, mastering knowledge, cognition of the ideas of the thinkers of the East is of particular importance in this process.

In addition, Yusuf Khas Hadjib (2.11) believed that knowledge is the foundation on which morality is formed and personality is improved. The criterion for evaluating people, according to him, can be either spoken words or their actions in difficult situations. That is why he attached special importance to the formation of the culture of speech as one of the main assets of human morality, since the culture of speech (its content, grace) determines both cognitive and moral maturity of the individual.

Psychologists consider communication as a side of any joint activity.

Through communication, people begin to understand the inner world of another person, which causes them to like or dislike. And this has a beneficial effect on the development of ideas, concepts, imagination.

Through education, historical experience is passed on from generation to generation. At the same time, the pupil masters the ability to build relationships with others, becoming familiar with the cultural values of the people, learning how to communicate in accordance with the rules of etiquette (especially the rules of etiquette of the Karakalpak people).

In the conditions of building a democratic state, education corresponds to

the established ethno-national traditions, the peculiarities of an independent national ideology, spiritual values.

Pedagogy is considered as an element of culture and therefore is included in the world culture of modernity. This implies the need to combine work on the formation of skills to build sentences based on literary sources.

The relationship between pedagogy and psychology is already traditional. And this is manifested in the organization of education and upbringing based on the laws of mental development of a person, his personality, individuality.

Being a person means having an active position, constantly building yourself and others, building your behavior and attitude with other people, having freedom of choice. Personalities are not born, personality is formed relatively late in ontogenesis. It develops in the process of its own activity (80).

According to K.A.Albunova-Slavskaya, a person is able to pursue his own line in life, which has its own logic, although it does not always lead to success or satisfaction of social expectations (3, 14).

Thus, a personality is determined not by its character, temperament, physical strength, but by what and how it knows, what and how it values, what and how it creates, with whom and how it communicates, what its artistic needs are and how it satisfies them. Therefore, the richer a person's speech, the more versatile his personality is, the wider the range of his knowledge (4,260-262).

In the structure of expressing his thoughts, a certain role is assigned to the mechanism of realization. The implementation mechanism consists of:

1) external design actions, i.e. pronunciation, intonation, and internal – i.e. grammatical (category of case, gender, number, etc.;

2) operating actions (64)

Expressing one's thoughts is connected not only with the mechanism of implementation, but also with the process of recreating the real picture of reality. Based on the data of psychologists, P.N.Satskaya asserts that the actions of operation, entering into the actions of design, are not only a means of creating the first, but also, to a large extent, an apparatus for constructing an internal spatial scheme (5,20).

Applies operations to the operations of operation: comparison (comparison), selection (selection), recruitment (compilation), substitution (replacement), decision-making, construction and variation by analogy.

In these actions, the person who builds the utterance takes into account both sociolinguistics and stylistic possibilities of language, patterns of oral speech. The operation is carried out on the basis of well-learned (brought to automatism) lexical and grammatical units, pronouncing skills. When learning a second language, speaking exercises in the independent composition of a sentence, the abundance of these exercises are a decisive factor in achieving the main learning goals. Speaking, as a type of speech activity, can appear only when the student exercises in it. The lack of exercises in speaking cannot be compensated by work on reading, writing, listening.

The left hemisphere of the human cerebral cortex (according to V. Penfield) consists of: 1) the center of writing; 2) the center of reading; 3) the Broca's zone, regulating the movements necessary for speech; 4) the center of naming objects; 5) the Wernicke zone, providing auditory perception of speech (5,3).

Each zone, each center is somehow connected with the center of naming objects. A number of methodologists, taking into account this circumstance, began to associate the formation of lexical and grammatical skills with the activities of these zones, centers S.S.Kuklina introduced the term "lexical speaking skills", textbooks "Learning to speak speaking" appeared (5,4). In our opinion, along with lexical skills, it should be associated with speaking and grammatically. Probably, images of linguistic forms are also stored in the center of naming objects. After all, the internal spatial scheme suggests not only the naming of objects, but also the process of human activity in close relationship and relationship with these objects. It should be noted that when generating a statement, a person does not always use rule-like judgments. We asked teachers of the Karakalpak language to name affixes denoting the transition of an action to a subject/ this is how the meaning of the Karakalpak affix is formed - **ныл**/. This rule did not help teachers to remember the necessary affix. The formation of rules is a linguistic phenomenon. A person who builds his statement relies more on an internal spatial scheme that is created in his imagination.

Thus, it can be argued that in order to learn to speak a second language, abundant exercises are needed in speaking, built on the use of clarity. Sensation and perception as forms of reflection of objective reality act through analyzers, each of which consists of receptors (sensory nerve endings), perceiving stimuli, conducting pathways and a central department in the cerebral cortex. Receptors convert external energy and nerve impulses sent along afferent (centripetal) nerves into the cerebral cortex. Here this energy is transformed into a fact of consciousness due to the analysis and synthesis of the stimuli received. The results of the activity of analyzers involved in the formation of speech reactions are transmitted to the nuclei of the cerebral nerves. Efferent (centrifugal) nerves depart from the shell of the nuclei, along which the response is directed to the peripheral speech apparatus. In the muscles of the speech apparatus and other sensory organs are the endings of motor nerves receiving impulses from the central nervous system. These impulses regulate muscle tone and encourage them to contract. There is a voice formation or movement of the writing hand. To the central nervous system there are irritations from the peripheral speech apparatus (motor, auditory, visual, tactile). Effective impulses, in turn, cause a flow of afferent nerve impulses signaling the nature of the speech action. A number of built-in reflexes arise in the ring mechanism of the analyzer. This phenomenon is called reverse afferentation

Types of speech activity are concentrated on two analyzers that are opposite from each other.

1) analyzers consisting of receptors that convert external energy into a fact of consciousness/reading, listening/;

2) analyzers involved in the formation of speech reactions / speaking, writing/.

Reading and listening as types of speech activity are identical with feeling and perception as a form of reflection of objective reality. With sensation and perception, nerve impulses arise that send external energy through the afferent nerves to the cerebral cortex. The same actions are performed when reading and listening. The speech apparatus is almost not involved in this process. Speaking and writing as types of speech activity are related to the activities of analyzers involved in the formation of speech reactions. The speech reaction along the efferent nerves is directed to the peripheral

speech apparatus. As long as speech reactions due to the lack of necessary skills, speaking as a spontaneous type of speech activity will not begin.

Based on the data of psychological science, in our opinion, it can be argued that the development of oral and written speech can be served only by exercises in speaking, later and writing.

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