

РЕЗЮМЕ. Ушбу мақолада малака ошириш жараёнининг имкониятлари, малака ошириш жараёнини информал таълим ёндашуви асосида такомиллаштириш масалалари таҳлил қилинган ва бу таълимнинг имкониятлари бўйича фикр ва таклифлар тақдим этилган.

РЕЗЮМЕ. В данной статье представлены мнения и предложения о возможностях процесса повышения квалификации, а также проведен анализ проблемы развития процесса повышения квалификации на основе неформального образования.

SUMMARY. This article presents opinions and possibilities of the process of advanced training, as well as an analysis of the problem of developing the process of advanced training based on informal education.

METHODS OF TEACHING OF THE RUSSIAN LANGUAGE IN THE KARAKALPAK PRIMARY SCHOOL

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Tayanch soʻzlar: rus tili, metodika, dars, oʻqitish, grammatizatsiya, harflar, tovushlar, rus tilida oʻqish va yozish, rus tili chet tili sifatida, tinglash, oʻqish.

Ключевые слова: русский язык, методика, урок, обучение, грамматизация, буквы, звуки, русская грамота, русский язык как иностранный, прослушивание, чтение.

Key words: Russian language, methodology, lesson, teaching, grammaticalization, letters, sounds, Russian literacy, Russian as a foreign language, listening, reading.

Nowadays normative documents related to education, science and innovation have been defined and formed in our republic.

According to the President of the Republic of Uzbekistan, two most important laws were adopted, which laid a solid foundation for the creation of a coherent system of continuous education of a modern type - "On Education" («Об образовании») and "On the National Program for Personnel Training" («О Национальной программе по подготовке кадров»). As a result of their implementation, during this short historical period, fundamental changes occurred not only in the form, but also in the essence of the country's education system [1].

An objective need of modern society, especially in the context of reforms of all its structures, including education, is to find optimal ways to increase motivation when learning languages. In our country, Russian is a native or second language, but Russian is also studied as a foreign language. Now, starting from the 2021 academic year in Uzbekistan, Russian (as foreign language) is studied in all types of education, from preschool educational institutions to universities (for groups with non-Russian language of instruction). The concept covers teaching the Russian language in grades 2-11 with a non-Russian language of instruction. Teaching Russian language and literature in Karakalpak classes should be focused on a communicative goal [5]. Formation of knowledge, skills and communicative competencies, as well as the ability to talk about yourself and your family, friends, place of residence, interests in Russian, as well as words and expressions used in the dating process, knowledge of the necessary terms, the ability to apply them in speech, understanding the main meaning of the text, in connection with this, Russian is studied as a foreign language and therefore grammaticalization complicates its assimilation.

The concept should be based on the study of Russian as a foreign language. Teaching Russian as a foreign language, like any other educational and applied discipline, cannot be carried out without a solid theoretical foundation, since without theory, without knowledge of the psychology of learning, the process of teaching a language will be reduced to a difficult-to-control development of pedagogical intuition, and in the worst case - to a mechanical one. Knowledge of the basic concepts and basic principles of teaching, the psychology of language acquisition, a conscious choice of means and practical teaching techniques based on fundamental theory, mastering the experience of the best teachers, mastering the method of critical analysis of teaching activities, as well as critical verification of the results of their work contributes to a significant increase in the professional skills of teachers Russian as a foreign language [3].

The period of teaching Russian literacy is the most important period in the process of learning the Russian language by Karakalpak students. During this period,

students must firmly master the basics of the task, which is defined as the task of learning to read, write and understand what they read. During this period, students should receive the foundation on which all further work on their study of the Russian language will be built, which will therefore largely determine the entire course of further work.

The ability to listen and understand simple Russian speech, the ability to pronounce Russian words, perform syllabic and sound-letter analysis, the ability to correctly pronounce Russian sounds, initial sentence construction skills, stress, intonation - all this is acquired by the student during the period of learning to read and write. And how all this is delivered - correctly or incorrectly, thoroughly or superficially - will determine how students will perceive new, more complex material in the future. Therefore, before starting to teach Russian literacy to Karakalpak students, the teacher must firmly understand several general provisions in this regard, in order to then firmly adhere to them. *The first point* is not to overestimate the fact that children have already mastered literacy in their native language, that they can already read and write. It is indisputable that children, when learning to read and write in their native language, have mastered the "mechanics" of reading in the sense of reproducing sound combinations by their graphic icons - letters, whatever they are, so there is no need to comprehend the "secret of merging sounds" or explain the difference between a sound and a letter. But the fact is that in the overwhelming majority of Russian syllables and words, the sounds themselves will be qualitatively different from the sounds of native, Karakalpak speech familiar to the student, and that, therefore, Russian sounds are separated in their own way; the student will, at best, give only a "similar" one. Russian speech, and in many cases not at all similar to it. It is enough, for example, to point out that the simplest and most common Russian syllable is *ma* (ma), a Karakalpak student will read *mo* (mo). Thus, it is impossible to rely on the fact that the student can already read words using familiar letters.

The second point is to establish as a basic rule that reading and writing must be taught immediately so as not to be re-taught later. In other words, reading in Russian must be done correctly from the very beginning, according to the laws of Russian pronunciation, and not "approximately" or "similarly". From this situation, the teacher must draw the following practical conclusion for himself: do not rush through the Russian alphabet. Experience shows that where teachers strive to quickly "go through" the Russian alphabet, this always and carelessly leads to a decrease in the quality of reading, so that then the students have to be taught further.

The third point is not to forget conversation lessons. The practice of school work shows that sometimes during this period teachers allow a one-sided passion for literacy, focusing all work only on reading and writing. This results

in, firstly, a gap - both in content and methodologically - with the previous pre-ABC period, and secondly, a certain monotony in work, leading to a decrease in the activity and interest of students. Conversation lessons should continue during the ABC period. Entire lessons for such activities will rarely be needed; it will be enough to set aside 10-15 minutes for conversations, conversations and storytelling, but they can be done more often.

The goals of speaking classes remain basically the same as in the previous period, i.e., listening and understanding Russian speech, filling the stock of Russian words, practicing the correct pronunciation of these words and phrases with them, skills in using these words for independent Russian speech.

We should not forget that during the ABC period, students must additionally learn 100-120 new Russian words. It is important that these words are absorbed by students in live, conversational speech. It is also necessary that during conversation classes, practical mastery of the most common turns of Russian speech and the forms of Russian words required by the program is carried out.

The topics of conversation lessons are indicated in the program. In addition, they will be prompted by the progress of the work itself. These will be, firstly, the same as in the pre-literary period, but expanding lexically, topics from school life and environment: classroom furniture and textbook supplies, classroom activities, breaks, games, schoolyard; secondly, topics from the students' home environment will be added here; thirdly, topics from the surrounding life of the city, etc. will come up next.

The fourth point is not to downplay the role of writing. Mastering the letters of the Russian alphabet - printed and written - will go in parallel in literacy lessons.

The teacher must determine his fundamental attitude towards the method of teaching literacy. Some people believe that since students have already mastered literacy in their native language, that means they are literate, and a literate student cannot learn to read and write a second time; therefore, there is no need to talk about the method of teaching Russian literacy in a Karakalpak school. This attitude to the issue, and therefore to the methodology of studying Russian literacy, seems to us incorrect. Is syllabic and sound analysis of a word necessary before showing the letter? How to select a new sound? Is it necessary to teach the fusion of those Russian sounds that are not in the students' native language? Do you need consistency and system in mastering native Russian words? Is literal analysis of a word necessary? When and how to learn Russian stress, which is different from the stress in the Karakalpak language? These and other important questions will arise before the teacher and will require practical resolution.

The method of whole words, as we know, has not justified itself when teaching literacy in the Karakalpak language. By learning to immediately grasp a whole word, the student, strictly speaking, learns not to read, but to recognize the word by guess, to guess its meaning by its general appearance, and only from here proceeds to pronunciation.

This resulted in countless errors in the students' reading, caused by incorrect "guessing" of words when reading texts: instead of стала - they read спала, instead of платила- плоти́на, instead of рассыпался- расписался and etc.

The grammar-translation method of teaching was one of the leading methods of teaching foreign languages in the 20s-40s. XX century under the influence of the behaviorist concept, it gave way to a direct method, more reflecting the social needs of society in practical language proficiency. However, in teaching Russian as a foreign language, the grammatical-translation method retained its position for a long time, which can be explained not only by its

flexibility, but also by the widespread opinion that the complex structure of the language requires extensive use of translation and comparative analysis of systems in classes to master it. two contacting languages [3]. The letter method for those who already know how to read the Karakalpak language seems to be the most tempting, especially since it does not interfere with learning to write. However, the teacher should also be warned against this method, since the student will learn to read in Russian the way he reads in his native language, i.e., will adapt the Russian phonetic system to the phonetic system of the native language. Correct Russian reading will not work with this method if the teacher does not turn to phonetic analysis of words and articulation of sounds, i.e., to the techniques of the phonetic method.

The syllabic method, firstly, does not have a sufficiently developed practical methodology, and secondly, when applied to teaching Russian literacy to Karakalpak schoolchildren, it will constantly fall into the method of whole words (monosyllabic words), which has often happened in the history of teaching literacy. It is quite natural that the teacher will rely in the practice of teaching Russian literacy to Karakalpak students on the techniques of the phonetic method in its analytical-synthetic variety. Techniques of syllabic and phonetic analysis of a word, articulation of individual sounds, a system of sound combinations according to the degree of their difficulty - all this will be very useful when students master the Russian sound-letter system and will be an indispensable condition for mastering correct pronunciation, both in reading and in lively spoken language. The fact that students were taught their native literacy using the analytical-synthetic sound method is in no way an obstacle to the use of some of its techniques when teaching Russian reading. On the contrary, this makes the work much easier, as it makes it possible to take advantage of the knowledge and skills that students already have (the concept of sounds and letters, ways of decomposing speech into words, syllables and sounds, etc.).

Of course, the use of sound method techniques does not mean that the teacher must mechanically and in every detail repeat a similar process of teaching children to read and write in their native language; in some cases, this will be unnecessary. Therefore, it would not be entirely accurate to say that teaching is carried out using the phonetic method; it would be more correct to say this: teaching Russian literacy in a primary Karakalpak school should be built in relation to the techniques of the phonetic analytical-synthetic method.

In order to teach Russian literacy to Karakalpak students, the teacher must, first of all, firmly and clearly understand the sound nature of Russian speech, which may differ significantly from the sound nature of the students' native speech. Then he needs to find out the relationship between the sounds of Russian speech and the letters that exist in the Russian alphabet to represent these sounds. And here there may be significant deviations from the relationship that exists in the students' native language (different numbers of sounds and letters, cases of greater or lesser correspondence between sounds and letters, double sounds and letters, etc.).

Speaking about methods of communicating knowledge and instilling skills and abilities in students in relation to the initial stage of teaching any foreign language, it is necessary to cite several provisions from the general methodology of teaching foreign languages. The first, decisive problem of teaching is the need to maintain proportions between explanation (comprehension of language material) and practice-training. Comprehension and understanding alone is not enough, just as training alone is not enough; at the initial stage, it is especially important to avoid a gap between knowledge, skills and abilities. The role of repetition at the initial stage is

undeniable, but excessive repetition dulls the attention of students; creative activity that mobilizes students is necessary. The second problem is the need for the relationship between oral speech, reading and writing. New material must first be absorbed orally and be larger in volume than that which is perceived visually, i.e., read [6].

Each literacy lesson must be carefully prepared in terms of the selection of material and methodological techniques for its presentation and assimilation. Interesting and accessible material, a variety of methodological techniques and their correct alternation in the lesson provide quick and reliable results.

The lesson as the main form of teaching the Russian language is constantly being improved. Issues of organizing and conducting Russian language lessons were developed by methodological scientists: A.V. Tekuchev, M.T. Baranov, T.A. Ladyzhenskaya, M.M. Razumovskaya and others. A lesson as a creative work is created on the basis of joint work between the teacher and students. The quality of a lesson, first of all, depends on how well its goals and objectives are defined, what language and speech material are offered to students, what work techniques are used at each stage of work, and how it is equipped with the necessary aids [4].

It is clear that methodologically, literacy lessons can be quite diverse, and a single standard for all of them would be unsuitable. On the other hand, a very large variety may border on randomness and may not accustom students to a system in their work. Based on these considerations, it seems advisable to outline some schemes for constructing the main types of literacy lessons, so that these schemes can be used when drawing up plans for each lesson.

During the literacy period, not counting excursions, individual conversation lessons, extracurricular activities and games, there can be three types of lessons: 1) lessons on learning a new letter (sounds); 2) repetition lessons and 3) writing lessons.

A lesson on mastering a new letter and sound should include the following points:

1) accumulation of new words and phrases based on specific ideas and book texts;

2) word analysis (syllable, sound, letter);
3) assimilation of a new sound and letter (analytical, articulatory, graphic);

4) practice of reading words and texts with a new letter;

5) consolidation of what has been learned.

The review lesson should include the following points:

1) oral speech practice;

2) practice reading from the ABC book

3) reading practice using additional teaching aids;

4) writing or drawing practice;

5) accounting for what has been learned.

A writing lesson should include the following points:

1) showing a sample handwritten font;

2) brief analysis of graphic samples;

3) students' writing practice;

4) checking and analyzing students' writing.

It is clear that these diagrams are not yet lesson plans. They list only some of the most important moments of the lessons, but do not define either the methodology for conducting each moment, or even the order in which they follow each other, as well as the indispensable presence of all the listed moments in each lesson. All this can be established accurately only for each specific lesson by the teacher himself. It is up to the teacher himself to draw up a lesson plan, varying, in one way or another, the material and methods of its delivery. Most clearly, the lesson plan (for example, based on the primer material) drawn up by the teacher will include the following parts:

1) Introductory conversation based on the picture of the primer and the words with a new sound highlighted as a result of the conversation.

2) Analysis of words to identify a new sound and analysis of a new letter.

3) Reading and composing words with a new letter (working with didactic material).

4) Reading words using the ABC book.

5) Reading the coherent text of the primer.

6) Conversation on what you read.

7) Writing a new letter and words with it.

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REZYUME. Maqolada ta'lim qoraqalpoq tilida olib boriladigan maktablarning boshlang'ich sinflarida rus tilini o'qitish metodikasi, o'qitishning harf va tovushlar bilan tanishishdan boshlanishi, yangi so'zlarni tushuntirish masalalari muhokama qilinadi. Rus tilidagi oddiy so'zlarni (nutqni) tinglash va tushunish qobiliyati, ruscha so'zlarni talaffuz qilish, bo'g'in-tovush va tovush-harf tahlilini amalga oshirish, rus tilidagi tovushlarni to'g'ri talaffuz qilish qobiliyati, dastlabki gap tuzish ko'nikmalari, urg'u, intonatsiya - bularning barchasi o'quvchi tomonidan o'qish va yozishni o'rganish davrida o'zlashtiriladi.

РЕЗЮМЕ. В статье рассматривается методика обучения русскому языку в начальных классах с каракалпакским языком обучения, начинается обучение с буквенно-звукового, объяснения новых слов. Умение слушать и понимать простую русскую речь, умение произносить русские слова, производить слоговой и звукобуквенный анализ, умение правильно произносить русские звуки, первоначальные навыки построения предложения, ударение, интонация - все это усваивается учеником в период обучения грамоте.

SUMMARY. The article discusses the methodology of teaching the Russian language in primary classes with Karakalpak as the language of instruction, teaching begins with letter-sound, explanation of new words. The ability to listen and understand simple Russian speech, the ability to pronounce Russian words, perform syllabic and sound-letter analysis, the ability to correctly pronounce Russian sounds, initial sentence construction skills, stress, intonation - all this is acquired by the student during the period of learning to read and write.