Organization of Pedagogical Activity of Students-Philologists of the Karakalpak Language

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Abstract: Linguistic competence is widely used in the methodology of teaching the Karakalpak language. Sometimes this term is also used as a synonym for language competence, but it is more promising to distinguish them when teaching the Karakalpak language as a native language.

Linguistic competence is the result of students' understanding of speech experience. This includes knowledge of the basics of the Karakalpak language, mastery of a complex of linguistic concepts. Learning that language is a social phenomenon and the role of language in human life, respect and love for the Karakalpak language are brought up.

Keywords: Linguistic competence, Phonetic competence, Lexical competence, Grammar competence, Spelling competence, national school, Communicative competence, Conversation, speech description, pronunciation.

Decree of the President of the Republic of Uzbekistan dated May 11, 2022 "On approval of the National Program for the Development of Education of the Population for 2022-2026" No. PP-134 was adopted.

The main directions of the development program:

➢ full implementation of the National Curriculum, developed on the basis of previous foreign experience in school education, the introduction of modern textbooks created by domestic and foreign authors;

➢ increasing the prestige of the teaching profession in society, creating favorable social conditions for teachers and encouraging their work;

➢ increase the responsibility of teachers in providing education for young people, the need for sustainable professional development;

➢ development of a national personnel reserve of general educational institutions of secondary education, development of standards for former school principals and exemplary teachers and assessment of the work of managers and teachers on their basis;

➢ organizing spiritual and educational work in educational institutions, creating in this regard mechanisms for constant monitoring, evaluation and forecasting, winning the place of the family, especially parents, in the upbringing of children;

➢ meaningful organization of students' free time, improvement of the system of directing them to a profession;

➢ strengthening the integration of students with special educational needs into the state education system and accelerating the process of inclusive education;

➢ implementation of all information exchange processes in general secondary education through a single software package for managing the public education system and

expanding the volume of electronic public services in this area;

➢ bring the fill rate of general secondary education to an optimal level, build schools according to modern models, reconstruct, overhaul and equip them with the necessary equipment.

Linguistic competence is the ability of students to use words, their forms, syntactic constructions in accordance with the language norms related to fiction, use its synonyms, master linguistic wealth as a condition for serving speaking in the norms of the literary language.

As you know, almost everyone knows their native language well. Therefore, we should focus not on training and formation, but on improving language competence. These tasks are studied at school in program form. To do this, you need to think about the introduction of a new content of vocabulary, replenishment of the phraseological reserves of the vocabulary category.

Linguistic competence is widely used in the methodology of teaching the Karakalpak language. Sometimes this term is also used as a synonym for language competence, but it is more promising to distinguish them when teaching the Karakalpak language as a native language [1].

Linguistic competence is the result of students' understanding of speech experience. This includes knowledge of the basics of the Karakalpak language, mastery of a complex of linguistic concepts. Learning that language is a social phenomenon and the role of language in human life, respect and love for the Karakalpak language are brought up.

These include primarily receptive skills: the definition of sounds, letters, word forms, morphemes, phrases, the distinction between homonyms, synonyms and antonyms.

Classification belongs to the second group of language skills. Philology students should also be able to classify language standards.

The third group - the formation of students' analytical abilities: it is necessary to develop the ability to produce phonetic, morphemic, lexical verbal, morphological, syntactic, stylistic analysis.

Linguistic competence ensures the cognitive culture of the student's personality, the development of students' logical thinking, memory, reflection in thinking, the acquisition of skills of introspection, self-esteem, including the formation of language reflection.

It should be noted that knowledge of the order of pronunciation of letters, words and the rules for their correct use, grammatical arrangements and constructions of words used in the Karakalpak language, the use of various ways of expressing thoughts (mastering synonymy), in other words, without the use of linguistic knowledge and skills, we cannot produce philologist with linguistic skills. In this regard, according to scientists, if a philologist with a real culture of speech cannot demonstrate his communicative competence in dealing with people in the community, the situation will lead to a sad situation. In other words, in order to know the Karakalpak language at an excellent level, it is more important to communicate correctly between people, in society, than knowledge of grammatical units [2].

Phonetic competence - knowledge of the sound structure of the language, stress, rhythm, tempo, intonation, sound communication, methods of phonetic organization of speech and the ability to use them in the process of communication. The most important structural units of the phonological competence of the speakers of the Karakalpak language are the ability to correctly place stresses in words and pronounce letters correctly.

Lexical competence includes the ability to know words, independent phrases, phraseological

units, formulas of speech etiquette, proverbs and their correct use in colloquial speech, vocabulary of the language.

Grammatical competence is the ability to know the grammatical elements of a language and use them correctly and appropriately in the process of communication. Grammatical competence covers the ability to understand and express a certain meaning, to correctly develop it into verbal units formed according to the norms of the Karakalpak language.

Spelling competence is the ability to know the symbols used in the creation of written text and to use them correctly in writing. The most important thing for native speakers of the Karakalpak language is to know the rules of spelling and punctuation of common signs and other words.

The study of the language is necessary for the development of cultural (ethno-cultural) competence, which ensures the formation of a picture of the world in the Karakalpak language, the assimilation of nationally defined units of the language, the rules of etiquette of the Karakalpak speech. Other goals include the formation of cultural competence in teaching the native language - this is an improvement in understanding, knowledge and respect for the national culture of one's people, which is the most necessary value.

Understanding the importance of the native language in the life of the people, the development of its spiritual and moral world, the direction to comprehend its national character.

The communicative function of the language is realized in communicative competence, and the culturological function is realized in cultural studies. Improving the language and communication skills of students is a necessary task of teaching the local language.

Understanding the role of communicative-linguistic competence in teaching the Karakalpak language, identifying the relationship and differences in the methods of teaching the Karakalpak language in classes taught in other languages or in national schools. The main goal of teaching the Karakalpak language as a native language is the formation of communicative competence, to which the entire educational process is subordinated. To this end, we aim to improve the following language competencies in students.

There are other approaches to expressing the structure of language competence. In its composition, it is necessary to distinguish between competencies in the field of culture of oral speech, competencies in the field of written speech and competencies in the field of Internet communication.

Enrichment of language competence with knowledge of various functional styles: literary, journalistic, official, scientific styles.

Communicative competence is the ability to create one's own concept of understanding and speech behavior of others. In this case, goals are related to communication situations. This ability is manifested in people through speech.

Language competence is often considered in direct connection with communicative competence. In addition to language competence, communicative competence includes:

Conversation is the most versatile means of communication. Conversation is the process by which a person communicates with another person through natural language.

When a student-philologist masters the basic concepts of language speech, it is necessary to form skills about speech techniques, types of speech, the structure of a speech description, pronunciation, methods of reasoning, etc.

✓ sociolinguistic competence (the ability to take into account the sociolinguistic context of communicative ICT, various characteristics of the communication environment, the social

status of people around), we sometimes call it pragmatic-illocutionary competence;

- ✓ socio-cultural competence (knowledge of the ethno-cultural characteristics of the studied linguistics (territorial, linguo-territorial, cultural, linguo-cultural and intercultural competences), in normal cases through speech and non-verbal behavior and the ability to apply this knowledge;

- ✓ discursive competence (includes the development of oral or written speech, the ability to make sentences. For this, various syntactic and semantic means are used, the ability to understand other people's thoughts and messages);

- ✓ strategic competence is the ability to choose the most effective strategies for solving various communication problems and get out of them [3].

Communicative competence and all its structural parts are based on language competence, knowledge of available vocabulary and grammar, practical use of lexical and grammatical means. Lexico-grammatical structural sections can only be divided into linguistic, sociolinguistic, sociocultural, discursive and strategic competencies. In other words, language competence is the basis for other competences.

During the study, the following was done:

- ✓ approbation of the model of the educational process of higher educational institutions, aimed at improving the universal (basic) competencies of students;

- ✓ identification of three approaches to assessing competencies;

- ✓ use of self-assessment of students' competencies;

A complex of pedagogical technologies, such as a planning method, which ensures the effective development of the universal competencies of a OO'Yulari specialist, has been identified.

Directions for further improvement of the professional training of students of pedagogical universities should be determined as follows:

in order to improve the pedagogical and professional level of students, their theoretical, scientific and practical research, technological development and development of innovations in the taught specialties;

effective modern education and innovative technologies, improvement of qualification requirements, curricula, programs and teaching methods in the field of education, specialty, based on the needs of the time, with the introduction of previous foreign experience;

students of higher educational institutions master modern innovative pedagogical, information and communication technologies using the social network Internet, multimedia systems and distance learning methods and actively apply them in the educational process;

Carrying out continuous practice in specialization in areas of education and determining the pilot approbation of the work of graduates in specialization in assigned institutions.

The content of the professional and methodological training of the future teacher-philologist considers not only pedagogical experience, but also the experience of educational work. It is a combination of pedagogical abilities and educational experience. Thus, the necessary functions of teaching (educational, educational and developmental) and the content of the teacher's activity are reduced to the fact that it consists in managing the services of students associated with active and conscious cognition.

It is necessary to determine the following areas for further improvement of the professional training of students of OU:

➢ improving the pedagogical and professional level of students, their theoretical, scientific and practical research, technological development and development of innovations in the taught specialties;

➢ effective modern education and innovative technologies, improvement of previous foreign experience in accordance with the demands of the time, the requirements of specialization, curricula, programs and methods in the field of education, specialty;

➢ mastering by students of higher educational institutions modern innovative pedagogical, information and communication technologies using the global Internet, multimedia systems and distance learning methods and their active use in the educational process;

➢ to carry out a continuous practice of specializations in areas of education and to conduct pilot testing of graduation papers in specializations in specially designated institutions;

➢ it is necessary to teach students to work on scientific activity in pedagogical practices, analyze scientific literature, scientifically substantiate the conclusions obtained during the experimental demonstration of scientific activity.

Serves for the organization of pedagogical activity of students-philologists, the direction of professional self-development, increasing responsibility. The latest result has been the training and capacity building of highly qualified personnel [4].

In our research work, we list eight types of pedagogical activity of a teacher in the educational process:

a) diagnostic;

b) predictive-oriented;

c) constructive design;

d) organizational;

e) information and explanatory;

f) communicative and stimulating;

g) analytical evaluation;

h) j) scientific and theoretical.

In cases where the content of pedagogical competence changes, the teacher appears in a new role for himself, for example, becomes the leader of the audience, and the content of the functions is also updated. They consist of three functions:

a) cognitive-diagnostic;

b) organizational and propaganda;

c) general;

d) developing;

e) coordinator.

Pedagogical training occupies an important place in the modern system of higher education. In the system of higher education, a transition has been made to a variety of directions, a multi-level system of basic and higher pedagogical education has been created. It relied on the following basic principles in the field of education:

✓ recognition of the priority of education;

✓ freedom to choose the form of education;

- ✓ non-admission of discrimination in the field of education;

- ✓ ensuring equal opportunities for education;

- ✓ instilling national and universal values in education and training;

- ✓ humanitarian, democratic nature of education and training;

- ✓ continuity and consistency of education;

- ✓ openness of education for everyone within the framework of state educational standards and state educational requirements;

- ✓ uniformity and political grouping of participation in the choice of educational programs;

- ✓ education throughout a person's life;

- ✓ authorized social protection of teachers in society;

- ✓ the secular nature of the education system;

- ✓ promotion of knowledge, talents and abilities;

- ✓ harmony of state and public administration in the education system;

- ✓ transparency and openness in the field of educational activities.

As can be seen from the above, the process of cognition and acceptance is a different phenomenon, and in the content of mother tongue education, the establishment of criteria for assessing the process of acceptance by students, the determination of the underlying cognitive skills, is a process that requires character, participation and conclusion based on experience and testing. It is necessary to rationally combine the presentation of the material by the teacher with independent learning tasks of students in order to acquire knowledge, skills and abilities. This requires higher education, which every teacher should have.

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