

**ВАЖНЫЕ ВОПРОСЫ ПРЕПОДАВАНИЯ КАРАКАЛПАКСКОЙ  
ЛИТЕРАТУРЫ В КЛАССАХ С ДРУГИМИ ЯЗЫКАМИ ОБУЧЕНИЯ**  
**IMPORTANT ISSUES OF TEACHING KARAKALPAK LITERATURE IN  
CLASSES WITH OTHER LANGUAGES OF INSTRUCTION**

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**Annotation**

В статье были проанализированы некоторые недостатки в преподавании Каракалпакской литературы в классах, где преподавание ведется на других языках, рассмотрены их решения и важные вопросы, даны ряд рекомендаций.

**Ключевые слова.** Образование, учебная программа, государственный язык, государственный образовательный стандарт, учебник, Каракалпакская литература, анализ,

The article analyzed some issues in teaching Karakalpak literature in classes where teaching is conducted in other languages, considered their solutions and important issues, and gave a number of recommendations.

**Keyword.** Education, curriculum, state language, state educational standard, textbook, Karakalpak literature, analysis

Prezident of the Republic of Uzbekistan Sh.Mirziyoyev noted : “ The upbringing of our children as free-thinking, deeply endowed with modern knowledge and professions, true patriotism will always be an urgent issue for us.[1;68]

On December 1, 1989, the Supreme Soviet of the Republic of Karakalpakstan adopted the Law “On the State Language” and the Karakalpak language became the state language. This opened up a wide range of opportunities for the expansion of the functions of the Karakalpak language, the development of the culture of writing and speaking in the Karakalpak language, the culture of official writing. Karakalpak language is taught as a state language in classes with other languages of instruction. The Law of the Republic of Uzbekistan "On the National Program of Personnel Training" and "On Education" raise the issue of appointing personnel who will create a future for our country and a strong place in the world community with their knowledge. Therefore, the most important task of professional training is to teach future staff to think freely and creatively, to express their ideas orally and in writing accurately and clearly, to ensure a thorough mastery of the style of office work remained one of the conditions. Until 2017 a state language as a subject is taught in Grades 2-9 of vocational schools and vocational colleges and academic lyceums in other languages and in groups dedicated to a specific profession. Under the leadership of the President

of the Republic of Uzbekistan Sh. Mirziyoyev on August 2, 2017 to introduce the 11-year secondary education system, ensuring mutual integration between secondary schools and secondary special, vocational education institutions held on a video conference on the reform of the vocational education system. During the meetings and discussions with the people of Karakalpakstan, regions and the city of Tashkent, to the People's Reception and Virtual Reception of the President of the Republic of Uzbekistan many proposals for the organization of 10-11 grades in secondary schools were reported [2].

Since the beginning of the year 2017-2018, the views of parents, students and general public accordance with 9th grade graduates on continuing their education in the 10th grades of general education schools, academic lyceums and vocational colleges have been studied by the Ministry of Public Education, the Ministry of Higher and Secondary Special Education, the Center for Secondary Special Vocational Education, rectors of higher education institutions, members of the working group consisting of representatives of the general public.

From September 2017, 9th graders of general education schools continued their 10th grade in schools, while from 2018, compulsory round graduates will continue to be taught in schools.

This situation requires the creation of programs, lessons for grades 10-11 and the continuous improvement of educational content and methods in accordance with global models with the help of pedagogical technologies.

Up to the present, guidebooks and textbooks in Karakalpak language are being introduced for grades 10-11-classes of general secondary schools where pupils are educated in other languages. Nevertheless, there are a number of issues in creating methodological literature to some extent to radically improve the teaching of the state language. Experience shows that this situation has a negative impact on the organization of teaching the subject of Karakalpak language at the level of state educational standards and the formation of knowledge and skills of pupils in the state language. Problems related to the need to direct the teaching of the state language to a certain goal in classes where pupils are educated in other languages, following to a strict system of education, reliance on the wide range of literature in language teaching require scientific and methodological solution of tasks without delay, updating the methodological content of teaching and enriching with new pedagogical technologies. In addition, in the process of teaching the state language in classes where pupils are educated in Uzbek, Kazakh and Turkmen languages, guidebooks and textbooks made for pupils studying in Russian are being used, rather than guidebooks and textbooks that take into account the affinity of Turkic languages and there is not any improvement in making methodological guidebooks for teachers has a negative impact on improving the quality of education.

One of the tasks of general secondary schools, which are the main link in the education system, is to educate the younger generation in the spirit of high moral values with great humanity. Literature plays an important role on implementing this task. Literature represents to readers the spiritual wealth of national and global classics, forms charming tastes and thoughts, ideas as a spiritual-cultural phenomenon that has a special position in the life of the nation and mankind[3;7].

Several valuable works on methodology of teaching Karakalpak literature have been published so far. However, the methodology of teaching Karakalpak literature in classes where pupils are educated in other languages is still one of the least studied topics.

One of the main aspects of teaching Karakalpak literature in classes where pupils are educated in other languages is the problem of understanding and comprehending the literal text in the Karakalpak language, in contrast to the national classes. On the other hand, all school subjects, except Karakalpak language, are taught in their mother tongues. Therefore, in the process of learning and comprehending spiritual wealth of that cultural environment, pupils' general aesthetic culture is formed.

Besides that, considering that the majority of pupils in classes who are being educated in other language are Karakalpak, their comprehension, perception, understanding aesthetic views on the given material and literal work have somewhat national aspects, they emerge from the specific peculiarities of cultural and historical customs and traditions of Karakalpak nation and differs from the skills of Russian, Kazakh and Uzbek pupils' aesthetic perception, comprehension and understanding of the literal work. The specifics of these cases, the difference between the study of Karakalpak pupils in the Russian class and the peculiarities of learning and comprehending of Karakalpak literature in national classes, discussing the most successful aspects of teaching methods and techniques, and the problem of the study of effective methods and types of lessons did not become the subject of theoretical and methodological research to large extent no matter how they need to be studied. This, in turn, had a negative impact on the quality of education, and the experiments revealed the following shortcomings in the knowledge of pupils in classes where pupils are educated in other languages:

- Pupils write down the chronological order of the writers' autobiographies by selecting and learn by heart them only for using when given in the test;
- They can hardly discuss works, do not understand many words, do not use dictionaries, and they cannot enjoy works when reading works, especially lyrical ones due to the fact that they do not understand;
- Students in classes taught in other languages rarely read work of art in the Karakalpak language;

•The level of students' knowledge of writers and poets is so low that they cannot distinguish between writers and poets, they muddle the classical poets of the nineteenth century with the poets of the twentieth century and they do not feel proud of the names of the poets and writers;.

•Karakalpak literature is treated as an insignificant subject due to the fact that it is assigned to Russian groups when applying to higher education institutions.

This means the development of a scientific-theoretical and methodological basis for teaching Karakalpak literature in classes with other languages of instruction and the creation of an experimentally tested methodological framework for its study, the use of literary terms and concepts in bilingual education. One of the main tasks is to determine the psychological and didactic conditions of the formation of effective motives, the study, acceptance and assimilation of Karakalpak literature by students studying in classes with other languages of instruction and it can be effective in the following cases:

1. Theoretical study of psychological, pedagogical, linguistic skills of teaching Karakalpak literature in classes taught in other languages;
2. To create and base scientifically the philological and methodological systems of studying Karakalpak literature in classes taught in other languages;
3. Revision of lesson plans and textbooks, taking into account the acceptance and learning opportunities of students in classes taught in other languages;
4. 4. Increase the number of hours (from 1.5 hours to 2 hours), taking into account the need and importance of learning the state language, as well as the difficulty of learning a second language in classes taught in other languages;
5. 5. The state language is considered to be a science that teaches only the specific nationality and history of the local people, to awaken in the hearts of students a love for the Karakalpak language and literature, a sense of pride in Karakalpak literature;
6. To use effective types and methods of teaching Karakalpak literature, to use the latest pedagogical technologies;
7. In the analysis of a work of art - the implementation of the humanistic direction of the whole process of literary education, taking into account the genre features of the work;
8. Psychological and linguistic differences of bilingualism in the process of developing students' speech, taking into account the ability of students to understand and repeat the content of the text in the Karakalpak language, to be able to repeat;
9. Implementation of various methods to increase the creative activity of schoolchildren at all stages of the study of Karakalpak literature;
10. Analysis of works on the basis of their national identity and comparison of works of Russian or other national literature;

11. It is taken into account that specialists who teach classes in other languages must be at least 30% familiar with the native language and literature of those classes, retraining teachers of Karakalpak language and literature in classes taught in other languages;

In short, the teaching of Karakalpak literature in classes in other languages is not based on strict theoretical rules, such as the training of philologists, but to teach students to speak Karakalpak, to know the beginnings of Karakalpak literature and to enjoy reading the masterpieces of our literature, cultural recreation, understanding and pride in the national identity of the Karakalpak people to see the past, present and future through literature, to be able to apply what they have learned in literature in their lives, to teach cultural lessons, to study these types of lessons and it is necessary to train specialists who can teach these types of lessons.

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