



# CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE

eISSN: 2660-6828 | Volume: 04 Issue: 04 Apr 2023  
<https://cajipc.centralasianstudies.org>

## Basic Principles of Teaching the Uzbek Language (In the Case of Academic Lyceums Where Education is Conducted in the Karakalpak Language)

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*Received 4<sup>th</sup> Feb 2023, Accepted 5<sup>th</sup> Mar 2023, Online 24<sup>th</sup> Apr 2023*

**ABSTRACT:** In this article, educational methods, methods, and principles aimed at increasing the oral and written literacy of Uzbek language students of lyceums where education is conducted in the Karakalpak language are analyzed. The role and importance of important factors in the development of oral speech of lyceum students is described.

**KEYWORDS:** Principles of education, linguistic principle, functional aspect of teaching principle, text analysis, vocabulary, grammatical analysis.

The importance of learning the national language is extremely important in instilling in our youth the ideas of national independence, love and loyalty to the motherland, their development into a mature generation, their wide activities in all aspects of life, and their sincere service for the development of our country. In fact, in the 4th article of the Constitution of the Republic of Karakalpakstan, two languages - Uzbek and Karakalpak languages are designated as state languages in the Republic of Karakalpakstan [2].

Education in the Republic of Karakalpakstan is conducted in Karakalpak, Uzbek, Russian, Kazakh and Turkmen languages. Therefore, the Karakalpak language is the state language in general education schools, academic lyceums, vocational colleges and higher educational institutions where education is conducted in the Uzbek language, and the state language at the above levels of education, where education is conducted in the Karakalpak language. Uzbek language is being taught. However, the Uzbek language is taught on the basis of the programs created for Russian and other languages in Karakalpak language schools, vocational colleges, academic lyceums in grades II-IX. Based on the mentality of the Republic of Karakalpakstan, it is time to create programs and textbooks on the basis of specially created State educational standards for all education systems conducted in the Karakalpak language. Because the existing vocational colleges are aimed at learning the secrets of various professions, and in the academic lyceums, each student is trained to learn the secrets of science related to various directions, to develop the specialized speech of each student and to communicate freely in the state language. we should be able to educate. Some scientific studies have been done on this and we think it is time to continue them and create methodological manuals and textbooks. [3] Because the existing vocational colleges are aimed at learning the secrets of various professions, and in the academic lyceums, each student is trained to learn the secrets of science related to various directions, to develop the

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In fact, there are four academic lyceums and several vocational colleges in Nukus, the capital of the Republic of Karakalpakstan, where education is conducted in the Karakalpak language. They have no means of communication to learn Uzbek as a state language, except for radio-television and periodical press. Therefore, textbooks and manuals aimed at developing students' professional speech in these directions are necessary. Because in the first years of independence, the main goal of our country's education system was to educate young people who can think freely and express their opinions freely and fluently in their native language. In order to achieve such success, first of all, it is necessary to create textbooks and training manuals dedicated to education in Karakalpak and other languages. Based on these textbooks, we need to deliver a generation of science teachers who teach using new pedagogical technologies and interactive methods. Previously, education was given based on the principle of "from theory to practice", now our teachers conduct lessons using interactive methods based on various principles. Including, principles of teaching based on linguistic, functional and text analysis, etc.

1. Teaching on the basis of the linguistic principle helps students to learn the Uzbek language theoretically, to get to know the lexical-semantic, grammatical possibilities of the Uzbek language, to compare the Uzbek language with their native language. After the students have acquired certain knowledge and vocabulary, this principle can be applied to the higher stages of education, mainly in social and philological higher education institutions.

2. The principle of teaching in the functional aspect is one of the widely used methods in teaching foreign languages, and now its pure speech and functional-semantic directions are widely used in teaching the Uzbek language. The pure speech direction is mainly focused on the development of oral speech, and the textbooks created in this direction in the Uzbek language do not provide for the content coherence of grammatical sections. [4] In recent years, in applied linguistics, special attention is paid to the creation of "functional grammar" or "ideographic grammar" based on the principle of "from content to form", which describes the possibilities of expressing certain content in the most optimal way. In this direction, in order to learn the practical use of the language, first of all, it is necessary to study the organic relationship between grammar and lexis, it is shown that it is important not only in learning a second language, but also in learning the Uzbek language. In this case, the content is given first as the main goal, and the form, i.e. grammar (vocabulary, morphology, syntax and spelling rules) is used as a linguistic resource. [5]. Currently, textbooks and training manuals have been created in this field in various directions of higher educational institutions. But all these are intended for Russian groups.

3. In the principle of teaching based on text analysis, it is envisaged to work on professional terms, to develop the professional and sectoral speech of students by teaching their use in speech. Currently, textbooks and

training manuals for various directions are published in this field and students are being taught in this direction. But most of them are intended for Russian-speaking students, and are not specially designed for academic lyceums and vocational colleges where education is conducted in the Karakalpak language.

In fact, if this is the case, on the basis of the text analysis of education conducted in the Karakalpak language, when teaching students Uzbek, the main attention should be paid to the development of students' oral and written speech. It should not be forgotten that with the purpose of language education while describing it, it is important to approach it not semasiologically (from form to content), but onomasiology (from content to form). It is better for a language learner to choose an appropriate form of expression of the content he likes rather than looking for the meaning of the form in the given language. About this, Professor N. Mahmudov says: "the main goal of language teaching is not to teach language facts to specific points, but to express one's opinion in a way that is absolutely specific to the situation".[6]

Therefore, learning Uzbek as the state language in the Karakalpak groups of academic lyceums on the basis of text analysis, as well as all stages of education in the Karakalpak language, will undoubtedly have a positive effect.

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