

## Fundamentals of Teaching Karakalpak Language Competence

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**Abstract:** There are many connections in science, and they can be given for various reasons - by scientific discipline, by the object of application, organizational and others. When forming linguodidactic competencies, it is necessary to determine the relationship of communication that has developed during the training of teachers of the Karakalpak language on the basis of competence-based communication with other methodological communication.

**Keywords:** linguistic competence, methodology, teaching, philologist-student, modeling, exemplary model, behavior, social conditions, level of education, social activity.

Science, first of all, should be fundamental science, and it will always be the key to filling the “teaching potential”. The preliminary teaching of the Karakalpak language is aimed at developing a person's natural ability to learn and move from a conceptual understanding of reality to solving practical social, management, desert improvement and technological tasks. At the present time, as a result of the transfer of knowledge from one field to another, innovations in the sciences (in particular, the methodology of language teaching) are taking shape. Dissemination and matching of fundamental and practical knowledge, and most importantly, “unexpected” use of them for practical purposes, can become the key task of every Karakalpak language expert in his innovative business.

With that attitude, a new approach to teaching the Karakalpak language is going to be developed. In recent years, innovative teaching methods have been used to demonstrate not only specific knowledge and skills, but also special “competencies” and the ability to learn languages, as well as supported them in practice, real practice (V.I. Baidenko, V.P. Bespalko, I.A. Zimnya, N.A. Selezneva, Y.T. Tatur).

At the general academic level, the competence area can be considered in the context of the activity area. Activity orientation is a theory, the main rule of which is the position about the leading role of employability in the process of personality formation. The relevance of the activity direction ratio is determined by the following factors:

- intelligence means the degree of activity of a person, determines his ability to effectively manage his relations with the outside world;
- Changes in the modern education system - humanizing all aspects of human life - emphasize the importance of personal development.

Effective personal development is possible only in the process of integrating the reality of parenting, the experience of previous children, culture, and one's own constructive experience in social relations.

This is possible only thanks to the strong work (S. L. Rubinstein, A. N. Leontiev, A. V. Zaporozhets, D. B. Elkonin and others) by the following:

- ✓ the relevance of the relationship between the past and present is defined in relation to the law of psychology about the unity of past and personal development (S.L. Rubinstein), which is universal [1].

The result of preparing the future teacher of the Karakalpak language, the expert on intercultural relations, carried out in this logic, can be described to a sufficient extent by using the concept of “professional competence of the future teacher of the Karakalpak language”. The concern can be seen in activity. You cannot “see” an ability that is not expressed. It is important to take into account the context in which competence is always expressed.

The nature of competence is that it can be manifested only in close association with human abilities, that is, in a state of deep personal interest in this type of business. In practice, the content of an activity that has a personal value can be a method of actions to achieve a certain result (product). The activity of nature of the competence-oriented approach means that the objectives of learning the Karakalpak language are most relevant to situations where it can be used in the world of work. Therefore, competencies “include the ability, desire to learn, and relationships (patterns of behavior) necessary for the implementation of activity” [2].

It gave the opportunity to analyze the relationship related to competence at the philosophical and higher scientific levels, to describe it as a systematic, interdisciplinary and practical approach. In order to determine its place among methodological approaches to language teaching, its absence seems to be appropriate for the purpose of seeing the real pedagogical conditions of its emergence. G.I. Ibragimov [3] refers to such conditions as person-oriented approaches.

In our opinion, it is possible to include cognitive and affective approaches, which are widespread in foreign pedagogical and methodical scientific literature. All the above approaches are on the same level as the relations focused on competence, at the level of clear science (methodology of teaching foreign languages). Some authors are concerned with the idea of approaches of the teaching (such as: G.I. Gaisina, L.V. Zanina, E.F. Zeier, G.I. Ibragimov, I.G. Krokhina, E.E. Malysheva, N.P. Menshikova, A.M. Pavlova, P. (I. Pidkasisty, I. F. Radionova, E.E. Symanyuk, A.P. Tryapitsyna, E.N. Khamanurova) as it considers these relationships to be equivalent, not mutually exclusive, but complementary. Here, a question arises: is there a terminological substitution or is there a significant instillation of the related level (in our case, competence)?

The approach focused on competence “is described in terms of personal and activity, that is, it has a practical, pragmatic and humanistic orientation” [4]. Analyzing the practical orientation of the approach focused on competence, and connecting it with the goal seems to be appropriate. According to G.K. Selevko, what is called “training” of a person determines, i.e., information structure, information already in memory and elementary skills to increase them. The study describes the level and quality of the students’ knowledge, skills and experiences. The condition and pattern of real teaching is the “ability” to learn, the independent search for knowledge, and the methods of self-education [5].

In the pedagogical theory, there are many concepts that have worked out the necessary conditions for the emergence of a relationship focused on competence. We can cite more examples of concepts and theories in pedagogy, emphasizing the need to mold individuality, communication, desire for self-improvement and readiness, enthusiasm, responsibility, discipline in students along with knowledge and skills. However, the ideas characteristic of these concepts and the methods of implementing them were not included in the victory operation, because, in our opinion, there was no demand for them from the state and society.

In the implementation of the approach focused on competence in language teaching, the goal is to train an experienced Karakalpak language teacher. Competencies in modern language teaching should be seen as a new type of goal setting in educational systems conditioned by market conditions. What is new about it, how does this type of goal setting differ from the traditional, academic approach to goal setting? The main difference is that “the competence model is freed from the command of the object (subject) of the target, but does not leave it invalid, and puts in the first place the interdisciplinary, Putin requirements for the result of

the learning process” [6]. A competency-based approach means that learning objectives are most relevant to situations where they can be used in the world of work. Therefore, competencies “include the ability, desire to learn, and relationships (patterns of behavior) necessary for the realization of business” [7].

Also, it is recommended to choose the humanistic orientation of the relationship focused on competence and connect it with personality-oriented, cognitive and affective relationships. A person-oriented approach sees a person as a goal, a subject, a result, and a relevant criterion of its result. The content of the link takes into account the following rules:

- the importance of the entrepreneurship of the participants of the educational process: respect for the person, trust in him, treat the student and the teacher as equals, pay attention to their personal development, take into account their individual psychological differences, take measures for self-education, self-development and self-understanding creating conditions for success for the participants of the creative, educational process;
- to give a motivating and motivating character to the management of the teaching process;
- management of the educational system, changing the opinions of students and teachers about the educational process and the role and place in its management.

According to researchers such as: E.F. Zeer, A.M. Pavlova, E.E. Symanyuk, in the personality-oriented approach, “does not aim to mold a person who has predetermined characteristics, attitudes, and readiness, and even does not aim to mold the image of a person” is considered to be of relative importance [8]. Person-oriented approach is intended to fully develop the psychological potential of a person, to create the conditions for self-transformation, self-determination, self-realization, and self-actualization. It is declared to be the core of person-to-person, oriented communication. Personality is one of the key categories of psychology. Looking at the philosophical views in many branches of psychology, it is analyzed in different ways. Specific competences are focused on individual characteristics, and are manifested in clear methods of actions, focused on the psychological functions of a person, having a wide practical context and universality. The non-existent part of the authority hierarchy can be expressed as a person's approximate supercompetency, which is, undoubtedly, a combination of several supercompetencies - relative supercompetencies [9]. And G.K. Selevko also defines the degrees of competence - the limit to competition is the lack of complete incompetence, i.e., the inability to endure the challenges and demands [10].

It is seen as an integrated system of self-management of a person, who has a clear social and material center, interacts with people and nature, and participates in social development. Foreign studies (R.S.Anderson, D.P.Ausubel, R.F.Baumeister, R.C.Gardner, H.Hanesian, W.E.Lambert, A.H.Maslow, J.D.Novak, K.Rogers, F.Smith) are focused on the development of understanding and affective abilities in relation to educational technologies. Cognitive relationship proves the decisive role of knowledge in the action of the subject. It solves the problems of interrelationship of verbal and visual components in the process of learning, memorizing and thinking in the subject's mind. The more memorable and the better the form of explanation, the more profound the data of a productive work and the more powerful its connection with the reader.

With regard to cognitive communication, the cognitive process involves the following controls:

- ✓ identifying and understanding sensory stimuli;
- ✓ discursive practice (translation, as a result of which the subject of knowledge has verbal and ethological opinions about preconceived stimuli);
- ✓ cognitive structure of interpretation of changed stimuli;

- ✓ working out the answers to the existing cognitive problems.

Meaningful learning is the process of connecting and combining new material with appropriate, established objects in the cognitive structure. Understanding the cognitive theory, the new material interacts with the already introduced conceptual system, and is connected with the relevant category. The fact that the stable elements in the cognitive structure of the material can be connected with me indicates that it is meaningful, and meaningful learned material, described knowledge, is different from memorized material, has a number of great opportunities for long-term memory retention [11].

Furthermore, any kind of learning, including learning the Karakalpak language, can be of two types: defensive and receptive. In the first case, learning is an adaptation, a method of adaptation to academic requirements, this is a burden. In the second case, the student goes to the way of learning, because he chooses the material that interests him in his own way. This is how the theory of learning focused on cognitive and emotional integration is born.

It is important to distinguish the contrast between “learning” and “teaching” from a cognitive approach, where “teaching” is related to its own, conscious activity aimed at mastering new knowledge, and it is opposed as a formal procedure that interferes with “learning”. Great attention is paid to the development of their cognitive abilities, the cognitive method of education, the development of abilities, and self-esteem. One of the prerequisites is to help and receive help from others. The teacher will help only when you need help. Each person's contribution is recognized and appreciated by everyone.

Although this relationship is characteristic of foreign educational systems, it can be successfully supported in our country. This makes the learning process interesting, informative, and communication-oriented. The main character of the teaching process is the student, and he is considered as a reviewer. However, it is not just thinking, but has sensitivity, and therefore affective approach fills the educational scene proposed by cognitive approach. Its purpose is to create motivational motives for learning. Motivation is considered as an internal excitement, impulse, feeling or strong desire that calls a person to action. All people have innate needs or urges, and their intensity is determined by the surrounding center. The concept of motivation refers to the six aspirations or needs of a person [12]:

- ✓ learning, learning uncertainty;
- ✓ impact and changes on the surrounding center;
- ✓ development and visibility of entrepreneurship, abilities;
- ✓ flattering by the surrounding center, other people's bad ideas, opinions and feelings;
- ✓ knowledge, its processing, and internalization of learning results, influence, activity and appreciation, solving contradictions, finding solutions for systems of training and self-directed knowledge;
- ✓ enhancing the importance of one's “self”, its recognition and acceptance by others.

Researchers identify motivation, as well as other factors that explain the hierarchy of needs: starting from the material need for air, water, food, belief that satisfaction leads to self-fulfillment, self-identity and self-esteem [13]. However, the six needs listed there represent the importance of the needs of the largest category and are related to language teaching. Motivation can appear in three different ways:

- a) on a global scale;
- b) degree of condition;
- c) degree of responsibility.



Thus, it is possible that the student will be motivated, but if he is presented with such a boring lesson, it is not known if he will show it. There are three types of factors that influence whether motivation is increased or maintained:

- 1) factors related to the improvement of the educational system and its implementation;
- 2) individual factors, that is, factors related to the student;
- 3) socio-cultural factors [33].

The motivation can be of two types: instrumental and integrative [14]. Looking at the source of motivation - whether it comes from the student himself or from other people - both internal and external aspects are distinguished. This division brings a new dimension to the dichotomy of “instrumental and integration motivation”.

Thus, taking affective factors into account allows the researcher to see the entire process of education. They play an important role in learning, and it is seen in choosing materials and tasks that encourage students to be active, and in finding ways to correct errors that do not cause confusion; the class takes care of students' self-esteem, self-confidence and self-esteem; in order to create favorable conditions for the teacher, and to suggest the process of self-orientation of the chosen poetic orientation, to increase their individuality, to refer to the theory of learning methods [15].

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