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THE PROBLEM OF DEVELOPMENT OF LINGUODIDACTIC COMPETENCE IN TEACHING THE KARAKALPAK LANGUAGE

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ABSTRACT

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.

INTRODUCTION

When we analyze the literature, we can see that V.I. Baidenko, I.V. Blauberg, and E.G. Yudinler distinguish four levels of analysis: philosophical, scientific, scientific, and individual methodical [1, 2, 3]. I.A.Zimnyaya determines the result-oriented objective orientation of teaching and considers the approach focused on competence. "In any hierarchical structure, it is described by what defines the ranks in which there is no lower rank" [4] Therefore, according to the definition of competence-based approach, it is divided into systematic, interdisciplinary and business-oriented approach.

Philosophical importance of systematic communication, K.A. Abulkhanova-Slavskaya, A.N. Averyanov, V.G. Afanasyev, I.V. Blauberg, E.G. Yudin, M.S.Kagan, F.F. Korolev, Yu. According to K.A.

Abul'khanova-Slavskaya, the methodological orientation of the researches of V.G. Afanasyev, V.P. Bespalko, I.V. Blauberg, N.V. Kuzmina, E.G. Yudinler is different from the systematic approach itself. , the object of learning is viewed as a system, and the student takes it upon himself to search for adequate tools for such research. In terms of the methodological orientation of the scientific studies of the Jews, the systematic approach is unique in that the object of learning is seen as a system, and the whole study of it and the search for adequate tools of such research are involved in its work. Also, E.G. Yudin considers phenomena in terms of their complexity, interrelationship and mutual influence of their constituent parts, and it is necessary to support a systematic approach.

There is a certain unity in the understanding that the system is a direct object of management. A system should be understood as an interconnected unit of separate elements that create a new sign with its own characteristics. A system is a whole complex of interrelated elements, and the change of one of them changes the others as well. This means that each system has a number of unique features that cannot be found in any component element. The elements of the system together make up its structure, as well as their interrelationship and mutual influence give the system the character of integrity.

The system has the following features:

1) the presence of integrative features, i.e. features in which each element of the system is not separate (systematic);

2) existence of components - components that make up the system;

3) the existence of a structure, that is, clear connections and relationships between separate elements (compositions, separates);

4) the existence of functional peculiarities of the whole system and separate elements [5] .

In the modern teaching place, systematic approach is one of the orientations of scientific and methodical preparation of pedagogical processes, development of innovative business, productivity and quality of results, and they are more visible in the synthesis. The systematic approach allows to see all objects and phenomena as a system and is aimed at identifying all kinds of connections in the object (phenomena), revealing its integrity, internal connection and working principles.

According to N.V. Kuzmina, the pedagogic system is evaluated by a set of interrelated compositional and functional components [6] that allow young children and adults to follow the goals of education, training and education. The characteristic features of the pedagogical system are the following: this is a complex of elements that make up the pedagogical system; systematic description of the existence of interconnections and relationships between system elements; it is functional that determines the functioning of the pedagogical system as an integral part of the system.

Yu.K. Babansky notes the role of the systematic approach in learning the pedagogical system and calculates that "the systematic approach, in which all possible solutions are chosen in a random and interconnected situation, leads to the selection of the best option' [7].

The approach to competence should be described as a systematic approach, and it should be noted that one

of the goals of the research is to develop a model of linguodidactic competencies of the future Karakalpak language teacher.

According to I.N. Kondakov, we understand a model as "a picture, a scheme, an object or a description of their system, in a simple, abbreviated form, the structure, differences, elements of the learned object, showing the relations between them and specifying the process of obtaining information about the object of interest" [8].

According to A.I. Sannikova, "modeling is a universal method of learning any material and ideational objects, phenomena, processes and systems. The model, as a system of objects or symbols, reproduces the distinctive features of the original. It is not the direct result of the experiment, but the opposite of the phenomenon, it serves as the result of seeing practical experience in the abstract. In scientific studies, descriptive and graphical models are used instead of representative models, performing the role of models" [9].

The sample model has a prognostic feature, and with its help, it is possible to show the desired condition of the learned object and ensure its development in the desired direction. The modeling method is very effective for this purpose. Education is traditionally defined as the creation of a person in the image and likeness of the culture that existed in a certain historical period. Culture refers to the behavior and mind of people, as well as the system of patterns of objects and phenomena in society, which are repeatedly produced in the process of the exchange of children [10].

The development of education is determined by the socio-political, economic and cultural conditions of society. The closest are the relationships in the educational and cultural environment. Education, as a socio-cultural phenomenon, becomes a decisive factor of effective interaction with a new reality for a person. It is almost possible that the educational and professional education will be replaced by the individual-oriented education aimed at developing a multicultural, multilingual person.

The following trends of modern education development are related to this scale:

• each educational level is recognized as an integral part of the lifelong learning system. This trend is going to be implemented on a regular basis thanks to the improvement of the integrated, comprehensive educational facilities that unite the lyceum, college or university;

• information technologies, including multimedia and virtual technologies, are widely introduced to education. The program using these technologies significantly changes cognitively oriented education;

• computerization and technologicalization of education - significantly expands the intellectual activity of students;

• there is a tendency to move from a strictly disciplined teaching to a flexible, block-modular, contextual teaching [11]. These types of education mean that the teacher develops his own personality, self-understanding and self-discipline;

• the mutual relations between the teacher and the learner will gradually change and become cooperative. Both the teacher and the learner become subjects of the educational process with equal rights;

• continuous transition of all levels of education, continuous transition to public education, taking into account joint responsibility for educational processes

and results, ensuring the ability to determine one's own destiny - effective competence in decision-making in these areas, constantly changing social, cultural, educational and professional conditions [12].

Education is an open, unbalanced system, in which it is possible to distinguish different lower systems based on various factors of the level of education, age of students, relationship to religion and the state, socio-cultural orientation. The factor that creates the meaning of education is its purpose - development of a person in the process of education. As a learning process, it is carried out throughout the entire conscious life of a person, the goals, content and technology of education change from the point of view.

There are two types of teaching:

• The teacher is in the nature of passing on and encouraging social and cultural experience. Such training is carried out with the help of technologies that provide the results of educational results (knowledge, skills and experiences) with regard to specially designed content and monitoring of criteria;

• Education is a continuous process of human development from birth to adulthood, it is carried out with the help of technologies that provide training and development of competence, experiences, and its assessment is carried out in terms of monitoring based on criteria [13].

In the following, we will make the second definition in the work:

"In the logic of systemic communication, all developed competences are seen by us as elements of a complete system of individual differences, here the element that makes up the system is the goal ideal" [14], this can be explained by the professional profile of the future Karakalpak language teacher. Using a systematic approach in modeling, for example, the process of modeling the linguodidactic competencies of a future teacher of the Karakalpak language takes into account the following requirements:

• mark the learned process as systematic;

• checking each component of the system for the purpose of determining the completeness of its composition and providing it;

• determine the importance of structural relations and, if necessary, change and supplement the structure;

• to understand the working mechanism of separate parts of the whole organizational system, to control this mechanism in a scientific way;

• as the most important condition for improving the educational process, determining the development tendencies of the system and estimating the degrees [15].

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.

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 [16]:

• 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 [17]. 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 [18].

The motivation can be of two types: instrumental and integrative [19]. 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.

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