



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.01400.2**

FORMATION OF LINGUISTIC COMPETENCIES IN THE UZBEK LANGUAGE IN FUTURE TEACHERS

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ABSTRACT

The purpose of the subject "Uzbek language" is to form the skills of students to apply the knowledge and skills acquired in the subject in the process of communication and work, based on the communicative-speech principle of teaching for daily, scientific and professional activities. In order to express the professional needs of future teachers in the Uzbek language, it is necessary, first of all, to improve the content of education on the basis of a systematic analysis of the educational process.

KEYWORDS: *Uzbek Language, State Language, Digital Technologies, Interactive Exercises, Interactive Dictation, Methods, Speech Competence, Questionnaire, Gadgets.*

INTRODUCTION

The law "On the state language" is based on the principles of democracy and humanity, including the development of the state language and the protection of the language of all nationalities and ethnic groups in the country, the protection of the state by all citizens, regardless of language, religion and nationality. The issues of guaranteeing their rights, such as education, information and necessary information in their mother tongue, were clearly defined. Indeed, in our country, which is building a democratic society, a just state governed by the rule of law, a language law has been adopted that does not infringe on the honor and pride of all nations and peoples, does not violate their human and constitutional rights. Therefore, as more than 130 nationalities and ethnic groups live in the territory of the Republic of Uzbekistan, it is recognized from the rostrums that "declaring Uzbek as the state language, its compulsory introduction or artificially creating a special prestige for it does not mean reducing its capabilities. On the contrary, for the first time in the history of Uzbekistan, this historic event serves as a legal basis for its modern language policy." Granting the status of the state language to the Uzbek language became the basis for its teaching as a subject in all educational institutions.

The Uzbek language is taught as a state language in the majority of Russian groups in higher educational institutions of Uzbekistan, and in the Republic of Karakalpakstan in both Russian-speaking and Turkic-speaking classrooms - bachelor's degree programs in Karakalpak, Kazakh and Turkmen. Referring to the Constitution of the Republic of Karakalpakstan, Article 4 states that "Karakalpak and Uzbek are the state languages of the Republic of Karakalpakstan," which once again demonstrates that language policy in our country is based on democratic and humane principles. The study of the Uzbek language is entrusted with the teaching of "knowing one's own state language, learning it is a sign of high spirituality, devotion to the Motherland and its people." The concept of development of the higher education system of the Republic of Uzbekistan until 2030 sets tasks for the priority areas of development of the higher education system on "introduction of digital technologies and modern methods in the educational process." Decree PF-5850 "On measures to radically increase the prestige and status of the Uzbek language as the state language" provides for further improvement of the system of teaching the state language in educational institutions and assessment of its knowledge, creation of computer programs of the Uzbek language. The task is to develop and widely distribute Uzbek language textbooks and electronic programs for foreigners wishing to learn the language.

In this regard, it should be noted that there is a great need to improve the existing methodology to strengthen the respect of other nationalities studying the Uzbek language as the state language. It is known that students can be interested in the science of the Uzbek language if they know that their knowledge, skills and abilities are important in their professional activities. Senior students understand the importance of science in reading and understanding most of the literature in Uzbek, communicating with peers at national forums and conferences, as well as writing the results of their research in the Uzbek language and in Uzbek. However, the task of teaching the Uzbek language in the first stage is to instill in young people who have just entered the student period a deep respect for the Uzbek language, to make them aware of the great need for the Uzbek language in the future. Therefore, emphasizing the importance of the Uzbek language in strengthening the competitiveness of higher education institutions, it is necessary to identify

effective ways to address the issue of theoretical and practical training of future teachers in the Uzbek language in everyday, scientific and professional fields. This chapter analyzes the current situation to help modernize the teaching of the Uzbek language, the readiness of teachers and students for reforms, to determine the motivation of students to the Uzbek language, the current state of formation of linguistic competencies: analysis of teaching aids.

The goals and objectives of the Uzbek language in higher education are defined as follows:

The purpose of the subject "Uzbek language" is to form the skills of students to apply the knowledge and skills acquired in the subject in the process of communication and work, based on the communicative-speech principle of teaching for daily, scientific and professional activities.

Tasks of Science:

Development of speech competence;

Develop skills in the effective use of industry terms in oral and written speech;

to develop the skills of composing, editing and analyzing a text related to the specialty;

Formation of skills in compiling sectoral documents, including electronic documents;

In order to express the professional needs of future teachers in the Uzbek language, first of all, it is necessary to improve the content of education on the basis of a systematic analysis of the educational process. In research, the effectiveness of teaching a particular subject is determined by analyzing the learning process. In our work, the process of teaching the Uzbek language, the participants of the process, the content of education, the existing methodological support, the current educational and regulatory documents were studied in the same way. Observations and interviews were conducted; questionnaires were taken from Uzbek language teachers and students. Students will be taught the knowledge, skills and abilities acquired in the Uzbek language at the lower levels, interest in the future profession, attitude and evaluation of electronic literature used in learning foreign languages, readiness to use e-learning publications and mobile applications, etc. The questions were addressed (questionnaire and the answers given to it in the case

Reflected in Chapter 3

Observations, interviews, and surveys revealed students' motivation to learn Uzbek and foreign languages, and their views on the need for knowledge of Uzbek (as a state language) and foreign languages in their future careers. It was found that the requirements for future professional activity depend on the level of knowledge of the Uzbek language (37%) were less than those who considered the level of knowledge of foreign languages important (63%). Observations and surveys on students' access to printed literature, e-learning publications, e-resources, and mobile applications revealed that students used more science teacher instructional materials (about 65 percent) than printed literature (35 percent). It should be noted that more than half of the respondents (54%) considered that they were less likely to use the presentations prepared by the science teacher for the lessons. Therefore, in response to a question on improving the teaching of science, the majority of participants expressed a high need for electronic dictionaries, mobile applications. This shows that there are enough problems in the equipment of science

classrooms in educational institutions; there is a high need to create educational tools suitable for students' personal devices. Most of the 188 first-year students who took part in our interviews use telegram messengers to search for and transmit necessary information from computers and other gadgets. They have difficulty using the Internet on a computer, especially when processing information.

Preliminary interviews, surveys and observations with teachers and students revealed that the following situations hinder the motivation of future professionals in the field of Uzbek language in universities and the formation of adequate competencies in science:

1. Problems related to the teaching of the Uzbek language: a) problems with the curriculum; b) some inconsistencies in the purpose of education and the content of education; c) the question of the relevance of speech topics to the competencies of the XXI century; d) problems with teaching Uzbek grammar; d) the issue of teacher competence; e) spelling problems.
2. Problems with students: a) lack of basic knowledge, skills and abilities of students in the Uzbek language; b) giving priority to learning foreign languages over the mother tongue or the state language.
3. Problems of teaching the Uzbek language and teaching materials: a) lack of modern educational literature; b) problems with support with computer technology, etc.

Based on the scope of our study, we will focus on some of them. Although the curriculum of undergraduate education, especially in the curricula of Karakalpak and Kazakh groups, includes 90 hours of classroom hours, in the working curriculum these subjects are taught as 2 subjects in both Uzbek and Russian languages (universities in the Republic of Karakalpakstan). the topics identified in the program are reduced to almost equal halves. This is shown in Table 1.2.1. It should be noted that Uzbek is not taught as a state language in the Turkic-speaking groups of Tashkent State Pedagogical University named after Nizami (language of instruction - Kazakh), Gulistan State University (language of instruction - Kazakh), Chirchik State Pedagogical Institute (language of instruction - Kazakh). The so-called Uzbek (Russian) language, which is part of the general professional sciences, is reserved for the Russian language.

TABLE 1.2.1 THE STATE OF TEACHING UZBEK LANGUAGE IN THE TURKISH-SPEAKING AUDIENCE

T.p.	Universities stage	semester	language of language of	Coar		Education
				Hour Note	Aud must.	
1	Nukus DPI	Phase 1, 1st or 2nd semester	Karakalpak, Kazakh, Turkmen	54	36	Curriculum 90/60
2	QDU	Phase 1, 1-2 semesters	Karakalpak, Kazakh, Turkmen	54	36	
3	Navoi DPI	Phase 1, 1-2 semesters	Karakalpak, Kazakh	90	60	

According to the science program developed by the National University of Uzbekistan, it is planned to teach students 45 speech topics. This program (the same applies to previous programs) is used for both Russian groups and Turkish-speaking audiences. In fact, given that Uzbek, Karakalpak, Kazakh, and Turkmen are related languages, the teaching of Uzbek requires a specific curriculum and textbooks. It is noteworthy that "the Uzbek language is taught only for oral communication, although a citizen of Uzbekistan, regardless of nationality, was born and raised in this area, has equal rights and has the right to work equally in various fields in the future." It is easy and, worst of all, less important for them to speak Uzbek as a foreign language, not as a "second language", but as a state language. The question of whether science programs and teaching methods allow to be treated as a non-science has caused a great deal of controversy. Our observations show that in most cases, the emphasis is on the speech topic, and little attention is paid to guiding methods for students to master the phonetic, lexical, grammatical features of the Uzbek language in accordance with the speech topic. In particular, there are problems with additional literature, reference to dictionaries, working on the semantic aspects of words. Experts rightly point out that although a number of textbooks, bilingual and trilingual dictionaries, speakers have been created in Uzbekistan to date, their partial consideration of linguistic competencies and modern methods does not allow for full or continuous, as well as independent study of the Uzbek language. Thus, little attention is paid to the formation of linguistic competencies, which are the most important basis for the use of language opportunities.

At the beginning of each academic year, written works (dictation, essays) are taken from 1st year students. The results show that the level of literacy of the majority of students in the Uzbek language is below the norm (see the experimental results in Chapter 3 of the case). This hinders the fulfillment of the requirements for the knowledge, skills and abilities of students in the teaching of the Uzbek language in higher education.

It is no secret that in today's era of globalization, the rapid flow of information, especially in various spheres of life, as well as the growing status of the language of science, is increasing the interest of students in English. In most cases, this is considered a negative situation by Uzbek language teachers. In our opinion, this is not a negative, but a positive situation, and this interest should be used in the formation of knowledge, skills and competencies in the Uzbek language. It is no coincidence that the education system of neighboring Kazakhstan pursues a policy of trilingualism, that is, it is necessary to keep pace with developing countries, without losing its history and spirituality. In fact, interdisciplinary integration, comparison of the native language of the learner of Uzbek and foreign languages becomes a factor that strengthens the motivation of students.

It is no secret that there are many problems in the methodological support of the Uzbek language, the lack of educational tools for the subject, which consists mainly of practical training. In most cases, teachers have used outdated sets of exercises for practical training in the subject "Uzbek language", and in recent years the situation is changing for the better. If we compare the curriculum of this subject approved in 2011 and the list of recommended literature in the curriculum, which was introduced in 2017, the picture becomes clearer. The new science program recommended the use of the latest literature published in our country and abroad. The creation of educational tools - textbooks, didactic materials - suitable for Karakalpak groups, although not intensive, continues. In fact, for many years, special textbooks have not been

created for the Turkic-speaking audience, so educational and methodological complexes have been used.

The textbook for higher education was first published in 2012. Although this literature did not fully comply with the curriculum, it was warmly received by science teachers. In 2013, the textbook "Uzbek language" was published for groups with Karakalpak language of instruction, which fully covers the language and speech material specified in the curriculum. The manual, designed to study 24 speech topics, aims to strengthen the knowledge, skills and abilities of students in the Uzbek language at the lower levels, to help them to master the state language in their chosen specialty, to enrich their speech with professional terms. This textbook was republished in 2016 with revisions as it was completed. This manual is recommended as the main literature in the current science program "Uzbek language". The textbook contains the main text on each topic of conversation, and includes additional text, that is, a textbook that serves to strengthen and deepen the described teaching material, to develop practical skills and competencies. Theoretical information on the grammatical rules that need to be studied is stated in clear, simple language. Along with theoretical information, there are comments, applications, basic phrases, explanations, dictionaries. Assignments, problematic and interesting questions were presented on each topic. The provision of such materials will help students to apply the theoretical knowledge they have acquired in practice. It is worth noting that special attention is paid to the homework, taking into account the capabilities of students. Emphasizing that adherence to the norms of the Uzbek literary language and mastering the culture of literacy are the main criteria; they recommended a number of ways to improve written speech, especially the skills and abilities to work independently on official papers and office documents.

Of course, these guides are used effectively in the educational process. However, scientific news, innovations in science teaching requires continuous enrichment of the content of science. At the same time, it should be noted that the advantages of electronic publications are growing along with printed publications. Recommendations of Methodist scholars on the positive aspects of computer technology used in language teaching in the world, the application of tested methods in the teaching of Uzbek language, the acceleration of the creation of teaching aids: step-by-step teaching materials, training programs, spelling and punctuation rules Electronic tutors, a catalog of Uzbek spelling rules and a short electronic spelling dictionary, "Tutor-dictation" or interactive dictations in Uzbek, test programs, spreadsheets in Uzbek, electronic dictionaries in Uzbek, instructions for creating instructional audio programs are very relevant. Indeed, the transition to a new format of educational tools has become a requirement of the times.

Although research has begun on the development of curricula, modern textbooks and manuals, multimedia applications, and the transfer of textbooks to a new format, there are no final conclusions on the choice of language and speech material. According to a survey of professors and teachers of higher education, the fact that the Uzbek language is taught in practice in Russian and Turkish-speaking classrooms on the basis of a single curriculum causes problems in the field. According to surveys and conversations among students, most of them have difficulty reading and listening to Uzbek texts of professional and scientific style, violating the rules of Uzbek orthography in their native languages or under the influence of Qarluq dialects, especially in debates. there are cases of communication in a mixed language, which cannot be called either Karakalpak or Kazakh. Therefore, in contrast to the teaching of Uzbek in Russian

groups, it is expedient to formulate a concept for the creation of a unique methodology of teaching in the Turkic-speaking audience, the creation of alternative curricula, printed literature and multimedia applications, the organization of experiments to develop appropriate content.

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