

ISSUES OF FORMATION OF STUDENTS' LINGUISTIC COMPETENCE IN TEACHING THE UZBEK LANGUAGE

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Abstract: The objective of the article consists of the following points: to learn the reason of using differential approach, suggested in the syllabus of the subject which takes into account the peculiarities of relative and non-relative languages; to suggest the usage of alternative course-books and manuals; to apply some ways of preparing pre-service teachers of the uzbek language into daily, scientific and professional life. The authors suggest the ways of developing uzbek learners' linguistic competence, ways of teaching the uzbek language to the representatives of the same language system, as well as to the representatives of other language systems, and also they deal with the issues on the content of the subject "uzbek language" and supplying the subject with the literature.

Key words: uzbek language, state language, competence, curriculum, syllabus, speech competence, linguistic competence.

ВОПРОСЫ ФОРМИРОВАНИЯ ЛИНГВИСТИЧЕСКОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ ПРИ ОБУЧЕНИИ УЗБЕКСКОМУ ЯЗЫКУ

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Аннотация: Цель статьи – исследование дифференциального подхода к учебным программам, исходя из особенностей родственных и неродственных языков, использования альтернативных учебников и учебных пособий, вопросов теоретической и практической подготовки будущих педагогов для осуществления научной и профессиональной деятельности на узбекском языке. Авторы рекомендуют обучать узбекскому языку представителей одной языковой системы и различной языковой системы, обеспечить содержанием образования, учебной литературой на основе анализов формирования лингвистических компетенции.

Ключевые слова: узбекский язык, компетенция, учебный план, учебная программа, речевая компетенция, лингвистическая компетенция.

Introduction

Taking into account the desire of the representatives of other nations to learning the uzbek language as the state language, we think it is high time to improve the methods of teaching the uzbek language. It is quite clear that learners will show great interest to learning the language if they know that their knowledge, skills and abilities in this language will be important in their professional field. The students of the higher educational institutions know the importance of the subject “uzbek language” in understanding the literary works in uzbek, in taking part in conferences and forums and sharing ideas with others, and also in writing the results of their research works in uzbek scientific language.

So, the subject “uzbek language” has a task to arouse interest and respect of learners to the state language, to value the language as a necessity in their future profession. In our case (we mean pedagogical institutes) the subject should pay attention to the ways of preparing pre-service teachers to use the language in their everyday life, as well as in their future scientific and professional field. The article analyses the current situation of modernizing the teaching conditions, the readiness of teachers and students to the coming improvements, the motivation of students to the learning of the uzbek language

2. The main part.

In order to define the necessity of professional uzbek language for future teachers it is important to analyse the learning process and to improve the learning content. Following the points of many researches that the effectiveness of learning the subject is identified by the analysis of its learning process we analysed the process of teaching the uzbek language in local context, paying attention to the participants of the learning process, to the content of the subject, to learned materials and normative-legislative documents of the subject. We did observations, conducted interviews and questionnaires among uzbek language teachers and students. Students are asked about their knowledge, skills and competences acquired during learning the subject, their future needs and interests, their attitude to using e-literature in a foreign language, their readiness to use electronic books and apps in learning the uzbek language.

The results of the observations, interviews and questionnaires gave us opportunity to identify the motivation of students to learning the uzbek and foreign languages, their points on the importance of the uzbek language as the state language and its necessity in their future professional sphere. We learned that 37% of participant-students think that their future professional life is closely connected with the uzbek language, while 63% of the respondents connect it with the foreign languages.

The results of questionnaires about course books, e-literature, e-resources, mobile apps gave us the following facts: most of the 230 first year students-respondents use telegram messengers to search and send the necessary information from computers and other gadgets. They find difficult to use internet in their computers and to redesign the information. 65% of respondents prefer teacher-made materials to the printed course books (35%).

The results of the investigation showed us that above mentioned facts confront to the development of student motivation to the uzbek language, as well as to the development of learner competence. During our investigation we find some problems and classified them in the following way:

1. Problems connected with the teaching of the subject “uzbek language”:

a) curriculum-based problems; b) nonconformance of learning objectives and indicative content; d) inappropriateness of some topics to XXI century competences; f) problems with teaching the uzbek language grammar; g) teacher competence.

2. Problems connected with students:

a) few knowledge of the language, the lack of skills and competences; b) preference to foreign languages rather than the state language.

3. Problems connected with the teaching of the uzbek language and learning materials: a) lack of learning materials; b) nonsupport in using computer technologies.

Our observations show that in many cases teachers pay attention mostly to learning the topics, they do not pay attention to teaching lexical and grammatic peculiarities of the language by integrating them with the content. Teachers do not give tasks on working with the dictionaries or other literature besides course books, tasks to look for the meaning of the word.

Before beginning the course we usually have our first year students do written tasks (writing dictations, essays). The results showed us that most of students' level of uzbek language was lower than the required level which arouses difficulty in fulfilling the tasks put forward before the subject in giving knowledge and developing learners skills and competence.

In the globalization period, at the time of information technologies students' interest to learning English, as the language of internet, science and mass media is increasing day by day. And this phenomenon is considered as a negative one by the teachers of the native languages, but not we, who think to take advantage of this interest to learning language at our uzbek classes in developing learner awareness, skills and competences.

Integration of subjects, learning by comparing the native and foreign languages can be one of the factors of developing learner motivation to learning languages.

Supplying methodologic basis for the subject “the uzbek language”, especially tools and techniques for practical classes are the problematic issues of today in our local context.

But the latest syllabus is suggesting some new native and foreign literature for the subject which are approved by teachers and learned with great pleasure. We are designing some course books, manuals, didactic materials for our karakalpak learners ourselves. For a long time we used only teacher-generated materials for these groups as we were lack of specially published course books. The course book for the higher education students was first published in 2012 [8]. Though the suggested course book does not fully meet the needs of the subject, the teachers are using them

nowadays. In 2013 there published a manual “The Uzbek language” for the karakalpak students, which includes all the language and speech materials and useful for the learners [12]. The manual consisting of 24 topics, aims to improve learner knowledge, skills and competences in uzbek language, to learn the state language for the use of their professional field, to enlarge their vocabulary with the professional terms. So, the manual was republished in 2016 with some improvements and changes [11] and suggested as the main course book for the subject “the uzbek language”.

But the novelties in science, new innovations in the spheres should be included into the learning materials regularly, which is difficult in the case of printed materials. That’s why it is time to think about implementing e-materials into the learning process, which is the requirement of the time. It is high time to change the format of learning tools into new, contemporary one.

Though the researches on developing new, modern syllabuses, course books, learning and teaching materials, multimedia resources, on changing the formats of course books have already began, we still have no suggestions on using the exact language structure or topic.

The results of the questionnaire taken from the teachers of higher education show that using the same syllabus both in Russian and Turkic groups make some problems in learning the uzbek language. The results of questionnaires and interviews among students show us that they are interested in reading professional and scientific uzbek texts, have problems in listening uzbek speech, they sometimes break rules of uzbek orphoepics during discussions and debates due to local pronunciation and local speech, they sometimes use the mixture of uzbek, karakalpak and Kazakh languages in their speech. Taking into account all above mentioned facts we think that it is desirable to develop the conception of using special methodology of teaching the uzbek language to Turkic students, to design alternative course books, printed manuals and multimedia apps, to experiment the necessary content designed for this subject.

3. Conclusion. The observations and the results of inquiries gave the following facts: we do not use a differential approach in preparing students for future professions at the uzbek classes taking into consideration the peculiarities of relative and non-relative language, we do not use authentic materials as we accustomed to use one course book for the subject, which confronts the desired results, which influence on the quality and effectiveness of education.

That’s why, we should analyse the approaches to teaching the uzbek language to the representatives of relative and non-relative languages, the ways of using the uzbek language in everyday life, scientific speech and professional field of pre-service teachers. Though there exists a great number of books on teaching the uzbek language to the learners of other languages [1,4,8,9,10] (dissertations, scientific articles, monographs, manuals), still we need some researches on suggesting the unique common concept on this issue. The changing world, the changing education forms, innovations put forward before the subject “uzbek language” a serious task, as learning the state language is one of the ways to show the culture of the representatives of a nation.

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