

ON THE PEDAGOGICAL FEATURES OF IMPROVING THE LANGUAGE COMPETENCE OF A FUTURE TEACHER-PHILOLOGIST

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Annotation:

The article talks about the pedagogical features of increasing the linguistic competence of a future philology student, the problems of supporting the natural interests of students, interest in independent learning and supporting changes in solving language problems, taking measures to study the personal significance of complex linguistic competence.

Keywords: philologist-teacher, linguistic competence, professional experience, situation, context, polypragmatic, information, ergonomics.

Issues of teaching the Karakalpak language and literature in our republic E.Berdymuratov, K.Pirniyazov on the methodology of teaching the Karakalpak language in secondary schools [1], S.Akhmetov, A.Pahratdinov, A.Pirnazarov, K.Palimbetov, I.Pirniyazov, R.Berdimuratova on the methods of teaching Karakalpak literature [2,3] K.Kochanov on comparing Russian and Karakalpak languages – in the classroom [4], B.Kutlimuratov on teaching primary school students in Karakalpak schools to teach and write in the Karakalpak language conducted a study on

Defining a set of principles that support the educational process-oriented provision of higher education institutions to improve the language competence of a children's philologist-teacher, we identified the following principles: what relates to the study of languages – through linguistic culture and in terms. Their interactions with other languages.

Educational activities in higher educational institutions - the formation of linguistic and methodological competence in intellectual, linguistic communication, information, professional and other spheres. The content of education is aimed at developing this competence, and its system structure consists of interactive sections that provide interdisciplinary differences in education. Research in these directions should be carried out while modeling the process of achieving linguistic competence of a future philologist teacher. Interactive sections of the curriculum provide a



seamless connection between both the academic environment and interaction between students. This provides new research into the cooperation of all participants in the educational process and leads to a secular form called “teamwork”. Particular attention is paid to taking measures to support students’ natural interests, interest in independent learning to solve language problems, and awareness of the personal value of additional language competence. To implement this principle in practice, it is necessary to widely use computer technology, use programming and its active forms for learning. One of the most important ways to form a meaningful, skillful and experienced personality of a future philologist teacher is to search for collective and individual guidelines among students and apply them in practice. By realizing this goal, students learn to set goals, project an identity, select appropriate pedagogical presentation tools, and analyze data. In turn, this allows students to improve their experience. The student - teacher of the Karakalpak language - becomes the main form of the educational process. Focused on self-support and one’s own competence, education, respect for the individual, understanding the shortcomings of others, respect, recognition of the rights of individual development and freedom.

In modern pedagogy and methods of teaching the Karakalpak language, various connections between languages – are determined and a methodology is developed for training qualified personnel to study. Among them there are existing ones (systematic, interdisciplinary, interrelated, based on program knowledge, interconnected, person-oriented, personal-activity) and new ones that have recently entered scientific circulation (situational, contextual, polypragmatic, informational, ergonomic), etc.

The second also hires colleagues who are qualified for their jobs. The methodologies included in the first group are developed at different levels. Thus, it has a systematic, interdisciplinary, interconnected, person-centered and participatory structure. Their meaning is revealed from the point of view of philosophy, psychology, and pedagogy.

Representatives of the second category are not indifferent to knowledge, but nevertheless they have more knowledge than researchers. There are many errors in the history of science in its current state. They can be for different reasons - for scientific disciplines, for an applied object, for the changes being considered, etc. The goal of our research is to apply the methodological significance of competence-based communication in the application of linguistic and methodological



competence and other methodological communication connections established in the training of teachers of the Karakalpak language.

Professional competence is a psychological new formation that includes long-term training of professional talent as a holistic change in personality along with cognitive and spiritual abilities. As a person's professional competence develops at a certain stage of change, it expands and connects with other competencies, creating a new character, which indicates a dialectical spiral of development. This gives the subject the ability to set meaningful goals, take risks, solve problems intelligently, have experience, and achieve goals.

In the process of research, by language competence we understand the professional competence of a teacher of the Karakalpak language. The linguistic competence of a young philologist-teacher of the Karakalpak language shows that this language consists of reading sciences and psychological and pedagogical blocks in the process of pedagogical education, is a psychological new formation and requires long-term training along with cognitive and spiritual ones. -legal education. The professional activity of a teacher of the Karakalpak language is considered as an inalienable asset of a person.

As professional competence develops among those who have studied the Karakalpak language, it expands and integrates with other competencies, manifests itself on a new scale, and begins a spiral, dialectical development. Because of this, set meaningful goals, take risks, be flexible and precise problem solvers, and create opportunities to achieve results. Teaching the Karakalpak language as part of social development should leave behind other types of human development, especially their economic activities. Science, first of all, must be a fundamental science, and it will always be the main means of filling educational potential.

Initial teaching of the Karakalpak language is aimed at developing a person's natural adaptation from a conceptual understanding of reality to solving practical social, managerial, flexible and technological problems. Currently, in educational institutions where there is no pedagogy and methodology for teaching language, attention is paid to professional knowledge, practice and experience. It is necessary to reconsider the purpose of language education, which is included in the functional education of the teacher of the Karakalpak language, whose training is carried out programmatically. In order to evaluate objective scientific knowledge, we found the answer to the question of what Karakalpak language education should be in the future. This is what we looked at as a world of change, seeing that information could be emphasized in carrier, reproductive and productive changes.



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