

**ABOUT THE BASIC PRINCIPLES OF CONTENT MINIMIZATION LEARNING UZBEK
IN SCHOOLS WITH KARAKALPAK THE LANGUAGE OF INSTRUCTION**

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In the now-defunct Uzbek language program for schools with other languages of instruction [1] the selection of lexical and grammatical material is based on thematic and functional-semantic principles. However, these principles are not always suitable for determining the content of Uzbek language teaching in schools with closely related languages (Karakalpak, Kazakh, Turkmen, and others). the languages of instruction. Since they do not exclude from the content such linguistic phenomena that have similarities in meaning and usage in the native language of students and Uzbek as the official language for schools of the Republic of Uzbekistan. The purpose of excluding linguistic phenomena corresponding in two languages (linguistic terms-concepts, definitions, characteristics, classifications, grammatical forms and means) [2.116] from the teaching content is to minimize the program material, which will eliminate repetitions in relation to native language lessons; those word forms that students practically use in speech due to bilingualism are taken into account. The minimization of the content of Uzbek language teaching is carried out in the following directions: – selection of linguistic terms-concepts to be studied in a particular class; – selection of definitions for terms specific to the Uzbek language, and orthoepic, spelling, grammar, and punctuation rules; – selection of phonemes, orthograms, punctograms, grammatical forms that require additional explanations. Such minimization is possible only with the correct choice of the leading principles of the selection of linguistic phenomena. They can be the following principles:

- consideration of the level of development of children's speech in their native and studied (Uzbek) language; including consideration of mistakes made in the speech of schoolchildren; "Actual challenges of modern science" ISCIENCE.IN .UA Issue 6(38) 147
- consideration of the degree to which students acquire theoretical knowledge in their native language lessons; – taking into account the similarities and differences between the Karakalpak and Uzbek languages. Clarifying the level of speech development of students in grades 5-7 makes it possible to determine their capabilities and needs in learning the Uzbek language, i.e. to outline the initial state of language phenomena mastered by students and the consistent deployment from class to class of theoretical information feasible for understanding and assimilation. As you know, from a lexical point of view, individual word-terms can be considered familiar to students and there is no need for special work on them as new linguistic concepts; based on the stock of Karakalpak words with similar (slightly similar) pronunciation, spelling and usage, it is possible to introduce a certain part of Uzbek terms without theoretical reasoning. For example: gap – gap (sentence). The principle of taking into account the similarities and differences of the linguistic phenomena of the Uzbek and Karakalpak languages plays a very important role in minimizing the content of teaching the Uzbek language . Comparing phonetics, graphics, vocabulary, linguistic terms, grammatical forms, their meanings and usage, it is possible to identify the facts of full or partial correspondence, exclude repetitions from the mandatory educational minimum, and select only those linguistic phenomena that, due to the presence of a discrepancy in the two languages require the study of theoretical information. The differences in the linguistic phenomena of Uzbek and Karakalpak languages also indicate the nature of the mistakes made in the speech of students, help to choose the direction in

conducting comparisons in Uzbek language lessons. Linguistic terms are concepts that have similarities in usage in the Karakalpak and Uzbek languages, but have some differences in pronunciation and spelling, also contribute to the expansion of boundaries in the field of assimilation of word-terms. For example: bygin – buin (syllable) ... There are many such possibilities. However, the enumeration of some of them already makes it possible to conclude that, relying on the vocabulary (as well as the stock of terms of the native language), it is possible to successfully minimize the terms (instead of 400, leave only 100 of the most necessary ones), thereby reducing the time for mastering terminology.

When selecting the content of Uzbek language teaching in schools with the Karakalpak language of instruction, it is important to take into account the capabilities and needs of students. The opportunities are determined by the age characteristics of the students. Grades 5-7 are the beginning of the development of more amoral, creative, and theoretical thinking.

Minimizing the linguistic phenomena included in the content of Uzbek language teaching is not a mechanical reduction, but the creation of a minimum of opportunities for the fullest possible language learning. This is reflected in the fact that by learning Uzbek to a minimum extent, using an analogy with their native language, students can master it at the maximum level.

Thus, when determining the minimum content of teaching the Uzbek language, the following principles are appropriate: taking into account the level of development of children's speech in their native and studied (Uzbek) languages; including taking into account mistakes made in the speech of schoolchildren; taking into account the degree to which students master theoretical knowledge in their native language lessons; taking into account the similarities and differences between the Karakalpak and Uzbek languages.

Used literature:

1. Учебная программа: Государственные образовательные стандарты и учебные программы общего среднего образования по предмету узбекский язык. //Государственные образовательные стандарты и учебные программы на основе преемственности. – Tashkent, RTM, 2010. – С. 114–194. (На узб. яз.)
2. Юлдашев Р.А. Методика развития речи учащихся путем обеспечения их обильного говорения на уроках узбекского языка. – Ташкент: «Fan va texnologiya», 2012. – 216 с. (На узб. яз.)