

ABOUT THE CONCEPTUAL FOUNDATIONS OF TEACHING THE KARAKALPAK LANGUAGE ORTHOGRAPHY TO STUDENTS

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Аннотация

Ушбу мақолада Олий ўқув юртлирида таълим олувчи талабалар учун тилининг фонетик ва грамматик ўзгачаликлари тушунган ҳолда орфографик ёзишни билиш ва алоҳида аҳамиятга эга эканлиги талабага қорақалпоқ тилини тўлиқроқ ва мустаҳкам ўзлаштиришга ёрдам бериши учун орфографик кўникмаларни шакллантириш ва такомиллаштириш масалалари ҳақида сўз юртилади.

Таълим бошқа тилда олиб бориладиган ўрта мактабни тугатиб Қорақалпоғистон Республикаси Олий таълим муассасаларига киришга талабалар қорақалпоқ тилининг асосий қоидаларини билиш, ўқиган матнларини оғзаки ва ёзма турда етказа олиши керак. Бунда орфографияни ҳам билиши кераклиги алоҳида аҳамият касб этади.

Калит сўзлар

орфография, морфология, фонетика, матн, принцип, оғзаки, ёзма

Аннотация

В данной статье рассматривается важность знания орфографии для студентов, обучающихся в высших учебных заведениях, понимания фонетических и грамматических особенностей языка, а также вопросы формирования и совершенствования навыков орфографии, помогающих студентам более полно и прочно овладеть каракалпакским языком.

Для окончания средней школы с обучением на другом языке и поступления в высшие учебные заведения Республики Каракалпакстан учащиеся должны знать основные правила каракалпакского языка и уметь устно и письменно передавать прочитанные тексты. Особенно важно, чтобы они также знали, как писать.

Ключевые слова

орфография, морфология, фонетика, текст, принцип, устный, письменный

Abstract

This article discusses the importance of knowledge of spelling for students studying in higher education institutions, understanding the phonetic and grammatical peculiarities of the language, and the issues of forming and improving spelling skills in order to help students more fully and firmly master the Karakalpak language.

Students who graduate from secondary school in another language and enter higher educational institutions of the Republic of Karakalpakstan must know the basic rules of the Karakalpak language, be able to convey the texts they have read in oral and written form. In this regard, it is especially important to know spelling.

Keywords

spelling, morphology, phonetics, text, principle, oral, written

Grammar, first of all, aims to help students master the Karakalpak language more fully and firmly. The teacher should not forget that the student should not study orthography as an end in itself, that endless grammatical rules will absorb all their attention. The use of orthography theory in the learning process allows for the systematization of students' linguistic knowledge and the possibility of finding its reflection in their practical activities. The student declines words, adds affixes, analyzes sentences by parts of speech, but cannot speak or write correctly.

A number of scientific studies devoted to the problems of Karakalpak orthography, primarily the scientific works of A. Dawletov, E. Dawenov, and Sh. Abdinazimov, should be particularly noted. However, due to the fact that the issues of forming and improving orthographic skills are not mentioned at all in the manuals on the methodology of teaching the Karakalpak language, this issue remains one of the most pressing issues of today.

The traditional methodology of teaching Karakalpak orthography refers to the morphological principle as the leading, basic principle of Karakalpak orthography, which includes the majority of word spellings and is implemented in specific orthographic rules.

The methodology of teaching Karakalpak orthography in national schools is traditionally based on 3 principles, and at the same time, it does not deny the importance of work to develop phonemic hearing in educational institutions where education is conducted in other languages, and considers it a primary task.

The phonetic principle is that words in a language are written as they are heard and spoken.

The traditional or historical principle is that the very old spelling of a word is preserved in the modern Karakalpak language, which cannot be explained by its

pronunciation or morphological features, for example, the spelling of words such as 'salı-shalı', 'súdigar-shúdigar', 'samal-shamal' and so on.

“The group of phonetic writings is carried out through the implementation of the following structural associations: auditory - articulatory, perception, visual appearance - written reaction. Traditional writings require the emergence of associations of the following type: auditory - articulatory perception of the word - its semantic-visual appearance - written reaction. The semantic orthography is based on the most complete systems of associations: auditory-articulatory perception - meaning or grammatical meaning - visual appearance - writing reaction”¹.

There are three main directions of methodology for teaching spelling: 1) based on the correct connection of sound and letter, using the sound position in the word and the word structure; 2) based on memorizing the graphic structure of words, their morphemic structure, word-formation nests; 3) based on checking the spelling using rules, that is, by solving grammatical and orthographic problems. The work is carried out in two stages: setting the orthographic rule (spelling) and solving it (choosing a writing sign according to the rule). Therefore, it is necessary to first teach the student to independently pose orthographic problems, and then gradually teach them to solve them. The purpose of an orthographic problem is to apply the orthographic rule in practice. If a student knows how to spell a spelling correctly, they can complete the given task. They can spell it correctly only after they can find the spelling.

Spelling consists of two sections: 1) orthography – “a collection of all the rules that establish the uniformity of methods of conveying speech in writing”; 2) punctuation – “rules for placing punctuation marks”².

I.A. Boduen de Courtenay noted that orthography – “writing is connected not only with the concepts of pronunciation, hearing, but also with morphological concepts”³.

L.B. Shcherba, considering the morphological, or rather, the etymological principle as the leading principle, meant by this the living etymological connections that are comprehended by the student. He shows: “From a pedagogical point of view, the etymological principle turns the study of spelling into a wonderful propaedeutic for a

¹ Богоявленский Д.Н. Психология усвоения орфографии. - 2-е изд, перераб. и доп. - М.: Просвещение, 1966. - С. 126-127.

² Теплов Б.М. Избранные труды. -Т.1. -М., 1985.- с 13-26.

³ Бодуэн де Куртенэ И.А. Об отношении русского письма к русскому языку.- М.: СПб, 1982. - С. 41.

1982. – C. 41. deeper study of the language as a tool for expressing our thoughts and feelings. From the very beginning of teaching, children are taught to reflect not on language phenomena, but on the meanings of words and their mutual semantic connections. At the same time, for learning to write competently in the broad sense of the word, the habit of thinking about languages, its expressive means, is extremely necessary”⁴.

Various types of perception and memorization factors play an important role in teaching orthography. It is known to us that these are: auditory, visual, motor memory, morpheme analysis, semantic analysis. Motor and visual memory are of great importance. Students remember better and more by repeatedly pronouncing words, phrases and sentences aloud - based on auditory sensation; by showing correct spelling samples, orthographic tables - based on visual sensation; by repeatedly writing words and sentences - based on motor sensation. It is of great importance to form an articulatory-auditory base in pronunciation, to form skills in perceiving and reproducing sounds and words by ear, to designate sounds with letters, to form skills in syllable and sound-letter analysis and synthesis of words.

According to L.S. Vygotsky, written speech is inseparable from thinking: “speech is the process of turning thought into a word”⁵. Written speech should be developed in close connection with oral speech. The famous teacher K.D. Ushinsky attached great importance to the formation of speech skills and orthography, did not separate grammar and orthography from teaching reading, therefore, his books teach reading and writing at the same time. The next main task in the formation of orthographic competence is the correct and timely formation of the concept of orthography.

For a student who does not know the language and is mastering orthographic alphabetic writing at the initial stage, the phoneme-letter association (combination of letters) is. A student who needs to write a word always, first of all, deals with the sounds that make up that word and the letters with which it needs to be written⁶. A student may make an orthographic error by replacing a difficult sound for them with a sound similar to it in the Karakalpak language. Therefore, the object of their understanding from the very beginning should be the methods by which they need to designate the necessary word and a set of sounds that distinguish the given word from other, similar words.

⁴Щерба Л.В. Избранные работы по русскому языку.- М.:Учпедгиз,1957.- С. 103.

⁵ Выготский Л.С. Мышление и речь. - 5-е изд., перер. и испр. – М.: Лабиринт, 1999. – С. 311.

⁶ Рождественский Н.С. Метод сопоставления в занятиях по орфографии // Русский язык и литература в высшей школе. – М., 1935. № 4. – С. 18-23.

All this makes it possible to foresee language interference and focus on the content of work to study this error. In the process of writing, the student fully masters the orthography of the word, without thinking about choosing this or that form. Control over written formalization becomes automatic - this is a writing skill.

The student needs to determine the lack of analogy between the structure of oral and written speech: the variation of the morpheme's narrative plan in oral speech may be 'eased' in written text. Such generalization is possible due to the metatil sense (interest and desire to analyze language facts) based on rich communicative experience. However, when teaching written text, it is impossible to deny the need to work on pronunciation, under the pretext that errors related to pronunciation appear in writing and hinder the development of literate writing. The student pronounces new, especially difficult words when writing. These speech actions help to master the letter structure of the word, prevent various types of writing and other graphic errors, and form initial spelling skills. It follows that in a national classroom, first of all, writings that are determined by pronunciation (house, forest, cat, day), and secondly, writings that are checked by pronunciation through other words, should be studied.

Possessing good orthographic writing skills should include: fast writing, reading techniques, the ability to clearly express one's thoughts, working with texts, and most importantly, the ability to write all this orthographically. Students are taught orthography in the first year of all educational programs. More than 80 percent of the errors made in students' written works go back to the elementary course of the language: vowels; consonants; spelling of the root and affix; spelling of auxiliary words. L.P. Fedorenko correctly points out that 'a student with poorly developed grammatical skills studies poorly not only in language disciplines, but also in all other subjects'.

Thus, pronunciation in the Karakalpak language is the basis for teaching writing in the Karakalpak language, because the student always starts from the word being heard, this is due to the primacy of the sound material in this language and the impossibility of pronunciation within the elementary narrative framework in the language being studied without knowing the basic phenomena of its sound system. If a student has well-developed speech hearing and formed pronunciation skills, it creates conditions for mastering literate writing. The more literate a student speaks, the more literate they write.

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