


# Scientific and Methodological Foundations of Teaching Karakalpak Language and Literature in 8th-9th Uzbek Grades

Yusupova Aysulw Konisbaevna

Karakalpak branch of national institute

of educational pedagogy named after Kori-Niyazi

Republic of Uzbekistan, Republic of Karakalpakstan, Nukus

	<p><b>Abstract</b></p> <p>Improving the scientific and methodological foundations of teaching karakalpak language and literature in uzbek grades 8-9is and the principles of compiling textbooks, improving methodological issues using problematic, review texts based on the materials presented in the karakalpak language and literature in uzbek grades 8-9is lesson program, lesson classes and teaching methods. He mechanism of using interactive methods in modern lessons has been improved; it has been strengthened by teacher motivation based on the needs of teachers, using effective problem-solving situations in teaching karakalpak language and literature in uzbek grades 8-9is and activating the communicative process.</p>
<p><b>Keywords:</b> The process of the lesson, training, interactive technologies, literature, poetry, method, genres, publicistic, literary conference, activiry of the club, extra classes, character, creative work.</p>	

## Introduction

The problems of using innovative technologies in teaching karakalpak language and literature in uzbek grades 8-9, introducing innovation into the educational system of the Republic of Uzbekistan, tasks based on the development of methods that give quick and good results in practice, new methods and ways of education that are consistent with world achievements.

Studies on the use of innovative technologies in teaching have been carried out by such scientists as Zh.G. Yuldashev, N. Azizkhodzhaeva, G.D. Baubekova, G.M. Khalikova, N. Shamshieva, U.K. Tolipov, M. Usmonboeva, M. Makhkamova and others. The introduction of such innovations in the educational process is necessary and important. The deepening of theoretical thoughts on karakalpak language and literature in uzbek grades 8-9, the exact conclusions and because of the practical significance of these thoughts, the guidance of pedagogical principles in educating the younger generation are the reasons for the demand for modern teaching methods. Also, the use of interactive technologies in teaching karakalpak language and literature in uzbek grades 8-9 has peculiar features.

The use of interactive methods in teaching karakalpak language and literature in uzbek grades 8-9 gives the following results:

- increases students' interest in the subject of literature and activities;
- training material is mastered firmly;
- develops the ability of deep and free thinking;
- a culture of establishing relations is being formed;
- pupils actively participate in educational activities;
- creates a convenient psychological environment for study.

The use of interactive methods in the teaching of karakalpak language and literature in uzbek grades 8-9 has its own goals and objectives. It is necessary to constantly pay attention to the issues of rules and regulations of interactive technologies used in classes on karakalpak language and literature in uzbek grades 8-9. In addition, students are given freedom of speech and the need to respect each other and ethics of communication are explained. When dividing into groups, it will be useful to give students the right to choose, and then apply the principle of random choice. Based on the results of interactive technologies in the classes on karakalpak language and literature in uzbek grades 8-9, the teacher of literature should take stock and give the participants of the groups appropriate marks.

Opinions are expressed on the methodological issues of using problematic, monographic, moving lectures in teaching karakalpak language and literature in uzbek grades 8-9 at academic lyceums, and the methods of organizing lecture classes are implemented on the basis of materials given in the program of teaching technologies. Through the use of interactive technologies when teaching on the material given in the program on karakalpak language and literature in uzbek grades 8-9, a sense of humanism, love for the homeland and mutual respect is formed in the students' minds.

In their work "Fundamentals of the Use of Pedagogical Technologies" Uzbek methodologists U.K. Tolipov and M. Usmonboev elaborated on the issue of using these methods at school classes and expressed their opinion. It is necessary to list the differences between the methods used at in uzbek grades 8-9 from the methods carried out at schools. Firstly, it will not be appropriate to use the same methods in both cases. Here you need to consider the application of methods taking into account the age characteristics of students. Secondly, it is necessary to classify methods according to features and methods of application. From the methodological point of view, it is advisable to apply such methods as "PREC", "Cluster", "Vienna Diagram", "Insert", "Brainstorming", "I know. I want to know. I learned", "Black Box", "Zig-Zag" at classes on Karakalpak literature at academic lyceums. However, these methods are difficult for students at schools.

The analysis of a work of art and its tasks and role, gives philological and methodological opinions from scientific works of famous scientists such as A.Kankalik, V.I. Khazan, B.G. Tolybaev, D. Azizov, G. Usova, A. Lilov, S.Matzhanov, K.Khusanbaev, K.A.Yusupov and others. Famous writers - methodologists, scientists K. Yuldashev and M. Yuldashevs, who specifically studied the methodology of teaching Uzbek literature, considering this issue from a methodological point of view, in their work "Fundamentals of Art Analysis" divided the tasks of literature into 5 groups and gave theoretical definitions to each of them: a) mental-communicative; b) axiological; c) educational-behavioral; d) entertaining-hedonistic; e) cognitive - epistemological;

In the methodology of teaching karakalpak language and literature in uzbek grades 8-9, there is a peculiar order of analysis of a work of art and work on it, by purpose, task. A study of the work of each writer is required in connection with peculiar features.

By analyzing works of art under this literature program, students can familiarize themselves with its ideological content, images, and genre qualities. Along with this, one must be guided by the main principles of the analysis of a work of art. Studying the topic, the idea of a work of art. The event described in it and what period they relate to, it is necessary to pay attention to the writer's view of the present.

It is necessary to study prose works in in uzbek grades 8-9 according to the number of hours allocated for the program, as well as to train students in prose works according to the following requirements:

- To educate students on prose works and develop their scientific thinking;
- To study the characteristic features of the period described in the prose work;
- To study the features and importance of the main images in prose works;

In the course of analysis of an artwork, students form such knowledge and skills as mastering the form and content of the work, determining the genre variety and the main problems posed in the work, knowledge of its plot, compositional elements, and world of images, artistic and ideological features.

Studying by students of such works given in the program as "Aral qushaginda" by O.Ayzhanov, "Akdarya" by K.Sultanov, "Amudarya boyinda" by J.Aymurzaev, "Dastan about Karakalpaks" by T.Kayipbergenov and Sh.Seyitov's novels are one of the necessary methodological tasks. Therefore, it is necessary to know the content and ideological orientation of the work, to determine its plot, to understand and fully reveal the characters of the heroes, to determine the portraits of the heroes, to know the landscape and art details, to determine the figurative world of the work of art, to reveal the composition of the work.

As a result of this, firstly, students of in uzbek grades 8-9 get a wide idea of works of art, their aesthetic level, and the depth of events in them, the epic presentation and their conditions, historical periods and images and psychology of heroes. Secondly, students will try to read prose works by certain authors. Images of heroes will have a positive impact on the upbringing of the younger generation. Thirdly, during the analysis of prose works according to the program of Karakalpak literature, students develop ideas about the plot and images of the heroes of the work. As a result, their interest in literature grows and their vocabulary is enriched, as well as the development of knowledge of folk history and their cultural and aesthetic level.

Studying the biography and work of the writer while teaching karakalpak language and literature in uzbek grades 8-9 is one of the important methodological problems. On this issue, methodological opinions are presented in the works of such scientists as N.Yu. Postalyuk, L.B. Khvan, F. Iskhokov, K. Yusupov, I. Mambetov, etc.

According to the program on karakalpak language and literature in uzbek grades 8-9, a lot of material on the biography of the writer is given. It is advisable to study the biographies of writers according to the program from a methodological point of view sequentially.

The study of the biography of each writer is considered as a presentation and introduction of his works. Studying the biography of writers, students take an example from the deeds they have done for the good of the homeland and people, from their humanism and courage. Therefore, it is

necessary to take into account the educational aspects when studying the biography of writers. When explaining the biography of the writer, respectively, each lesson provides information about important moments in the life of the writer, about the truths of that time, about his attitude to the environment where he was born and raised.

When studying the biography of the writer at academic lyceums, methodological issues such as a brief definition from the biography of the writer, as well as stories and essays about the biography, are taken into account. At the same time, it occupies a special place to study the life and work of the writer, the disclosure of the ideological and artistic quality of works and historical and literary tasks.

The effectiveness and quality of conducting a lesson related to the biography of a writer, first of all, depends on the teacher's preparedness, as well as on collecting material and drawing up a good lesson plan. Therefore, the teacher must use the writings of writers on the life and work of writers. When teaching the writers' creativity in the classroom of karakalpak language and literature in uzbek grades 8-9, students have an interest in the fact that each writer is mysterious in his own way, his inner world, that psychological experiences in the creative process are completely different. This is also stated in the writings of such writers as Z. Kabdolov, K. Yuldashev, K. Mambetov, K. Kamalov, A. Pakhratdinov, O. Aleuov, K. Allambergenov, K. Orazymbetov and others. For example, the writer Z. Kabdolov cites many mysterious and interesting facts related to the letters of writers during their creative activities. If you pay attention to them, it is said that the famous writer Ernest Hemingway could not write without standing at the podium, and some wrote lying down, and some wrote while leaving home, traveling or in creative houses, and some could not create except at the desk of their house. It is interesting to talk about such things to students, interest depends on the experience of the teacher. As a result, students, studying writers according to the program of Karakalpak literature, form in their minds a sense of patriotism, humanism, honesty, hard work, conscience, overcoming difficulties and they will increase interest in fiction.

A methodological study was conducted on the organization and content of extracurricular activities in karakalpak language and literature in uzbek grades 8-9. It notes the need to study some literary materials in extracurricular activities due to the fact that studying the material in the program is not enough. On this issue, opinions are indicated on the methodological importance of the methods of organizing and conducting extracurricular activities to improve the knowledge and skills of students in the methodological studies and works of T.R. Niyazmatov, M. Mirkosimov, Safo Ochil, A. Abdurazokkov, I. Kalmikov.

Conducting extracurricular classes in literature makes it possible to consolidate the knowledge gained, to further develop the students' worldview. From this point of view, it will be correct to conduct extracurricular activities in accordance with the program, not limited to regular classes in literature. In terms of purpose and content, extracurricular work on karakalpak language and literature in uzbek grades 8-9 is divided into several varieties. Similar opinions from a different point of view are given in the works of such scientists as S. Dolimov, S. Akhmedov, K. Yuldashev, B. Tukhliev, K. A. Yusupov, K. Husanbova, R. Niyzmetova.

The necessity of paying special attention to extracurricular activities while improving students' knowledge, while educating them with worthy citizens of the homeland is noted. Extracurricular activities at academic lyceums: circles, organization of shows, literary travels, literary magazines

and newspapers, literary conferences develop spiritual qualities and interest in each student. During extracurricular activities, students should study folklore materials, the history of karakalpak language and literature in uzbek grades 8-9 of the ancient period, Karakalpak literature of the 18th, 19th, 20th, 21st centuries.

Dwelling on the issue of the work of the circle in the work "Methods of Teaching Literature," S. Dolimov, H. Ubaidullaev, and K. Akhmedov note: "The circles associated with literature and artistic reading are mainly of three types: 1) a circles of literary creativity; 2) a drama circle; 3) a circle of expressive reading and presentation". Opinions about these circles are given. Developing this idea, scientists K. Yuldashev, O. Madayev, A. Abdurazzakov in the work "Methods of Teaching Literature" divide the work of the circles into the following: "1) literary and creative circle; 2) a circle of expressive reading; 3) a circle of drama; 4) a literary - country study circle.

Guided by the opinions of scientists about the work of the circles given in their methodological works, we consider it right to subdivide the work of the circle into several groups. The circle's works based on karakalpak language and literature in uzbek grades 8-9 can be differently divided into groups, 1) an epic circle; 2) lyric circle; 3) a drama circle; 4) the work of the circle in groups: a) a literary circle; b) a circle of expressive reading; c) the work of the circle, conducted on folklore; d) the work of the circle, conducted on the history of karakalpak language and literature in uzbek grades 8-9; e) the work of the circle, conducted according to the literature of the period of independence.

One of the still unexplored varieties of extracurricular activities carried out in order to increase students' interest in karakalpak language and literature in uzbek grades 8-9 is the corners of visualization.

The tasks completed by students then serve as visual aids for the teacher. In addition, this kind of extracurricular work leads not only to increasing student's interest, but also adorns the cabinet of literature and enriches it with visual aids. Therefore, it will be advisable if teachers - writers will carry out such work, not during, but after school hours.

Wall newspapers and magazines published in in uzbek grades 8-9 are considered to be a creative center that provides information about news in the community, literary news, and articles written by students on various topics, stories and poems.

If the organized corners of shows on karakalpak language and literature in uzbek grades 8-9 increase the aesthetic feelings and research abilities of students, then wall newspapers and magazines form their ability to express their thoughts and creativity in writing.

The results of experimental and practical work on karakalpak language and literature conducted at in uzbek grades 8-9 as follows: were studied the possibilities of organizing experimental work, their analysis, and indicators of the level of effectiveness of their results were examined.

The organization of experimental work on the basis of a certain order and program ensured their effectiveness. The program of experimental work defines the criteria, indicators and development methods, the results of the study of fiction during the lesson.

The experimental work was carried out at the justifying and ascertaining stages, and students of in uzbek grades 8-9 took part in them. To obtain objective answers to the questions of the survey and questionnaire, 360 students were involved in the experimental and control groups. The results obtained during the survey and questionnaire were summarized.



Based on the indicators of the results of the experimental work, a statistical analysis was made of the general assimilation of the level of development of social activity of students at in uzbek grades 8-9 of institutions in the experimental and control groups at the beginning of the experiment. For the convenience of mathematical calculations, the indicators of 182 students of the experimental group and 178 students of the control group in a representative form were taken as the basis. The results of the analysis at the beginning of the experiment in general are shown in table 1:

Analysis of the research theory, as well as the results of experimental work, allowed us to draw the following conclusions:

The current state of student learning at in uzbek grades 8-9 is determined not only by the specifics of the lyceum. But also with modern requirements for teaching students, which involves a review of teaching and upbringing methods.

Increasing the level of knowledge requires the appropriate organization of not only classroom, but also extracurricular activities. To this end, we first determined the purpose and objectives of the lesson, the content of the material, and made an analysis of the specialized literature, which allowed us to single out the complex of extracurricular activities as a discussion. Literary travel, country study circle, independent work, etc., as well as a set of modern interactive methods that can be applied during extracurricular activities, such as brainstorming, cluster, insert, three-story interviews, round table discussions, zigzag, business games, disputes, discussion.

Such stage-by-stage forms of work are improving the students' skills and abilities, solving problematic problems in literature, and analyzing specific situations.

As the study showed, positive results in the implementation of the tasks were achieved by highlighting the communicative skills and abilities, and therefore, special attention was paid to ways of improving the culture of oral and written speech, the types of essays and assessment criteria. At the same time, the organization of systematic and focused work on improving the formation of key concepts and skills, such as building a definition in a given form, evaluating and maintaining one's own position, evaluating and fixing the position of the interlocutor, reaching a general conclusion remained as the most important reserve for the development and improvement of skills for analyzing literary text.

Research prospects are thought in creating a series of special educational tools that form linguistic and communicative competence and educational tasks.

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