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### THE ROLE OF EDUCATIONAL PRACTICE IN THE PROFESSIONAL AND METHODOLOGICAL TRAINING OF FUTURE NATIVE LANGUAGE TEACHERS

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#### ABOUT ARTICLE

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**Abstract:** This article discusses the problems of the concepts of "competence" and "linguistic competence", the importance of dialectological practice in the formation of linguistic competence. Also, in the preparation of teachers of the future Kazakh language and literature, modern approaches to the formation of linguistic competence are considered.

#### INTRODUCTION

Relevance of the topic: changes in the system of higher education in recent years are aimed at improving the quality of training of specialists on the basis of a qualified approach. Competence is the ability to act in various situations based on inclinations in terms of knowledge, skills, experience, values, educational outcome. An OTM graduate must be ready to successfully work in the conditions of modern dynamic changes, create something new in professional activities, demonstrate creative, constructive thinking, which can act even in the absence of ready-made algorithms in his knowledge base. Today's bilingualism must constantly work on itself in a developed society, that is, in order to eliminate inconsistencies in local and national language norms and form a culture of speech, students must cooperate with families and society. The direction of personality formation in the teaching of native language and literature is carried out in a cultural science approach based on the main idea of linguomadanism, the dynamically developing field of linguistics - the separation of ties in the Trinity "language, culture, society".

Language is a living phenomenon. It changes, develops. The use of language in a certain area, words and phrases with a local character in it become the object of study of linguists-scientists. As you know, in modern Kazakh linguistics, the main direction in the field of linguistics and culture is the relationship between language and culture. In fact, the main social function of the language is based on this continuity. Consequently, what distinguishes the culture of any people from others, its perception and adaptation to the world around tevarak are ultimately determined by the active participation of a representative of the national community in the acquisition and acquisition of material and spiritual values. At the same time, although language is not a means of creating cultural wealth, through language

the source of culture manifests itself as a mirror of the life of the nation. The collection and analysis of a set of national values passed down from generation to generation from various historical and educational sources, the use of territorial and professional manuals as a language treasure serve to study the nature of the nation through language. Therefore, regional dialectal lexicon is one of the places of spiritual and social information that fills the linguistic image of culture in the process of linguistic research.

Research on language history and dialectal lexicon seems to be declining in later periods. This does not mean that the sources of the history of the language, the norms of dialectal lexicon are fully studied, we assume that interest in this area is somewhat weakened. Indeed, there are several studies on the historical grammar of the Kazakh language, dialectal lexicon and linguistic geography. However, recently there has been a need to study the language norms of representatives of the Kazakh language, especially those who live far from their historical homeland, and this area has proven that it still needs new research. In this regard, for example, we want to talk about some distinctive features of the use of Kazakh native languages in Uzbekistan.

Main part: the famous philologist D. S. Likhachev said that " the best way to know a person, that is, his spiritual perfection, moral image, character, is to listen to his words. Thus, the language of the people and the language of the individual is considered a sign of his culture, the qualities of a person who uses the language of the people as a sign of his personal qualities" [Likhachev, 2000: 355]. One of the scientists who studied linguistics in the current Kazakh linguistics in his paradigm is a Professor J. It mangeeva. The scientist who studied the cultural-semantic meaning of the cultural name J. Mankeeva: "culture cannot be separated from language. Because the expression of culture is language. All types of culture are transmitted from generation to generation through language on the basis of total activity" [Mankeeva 2008: 28].

In general, the structure and components of a national language are a problem that has long attracted the attention of language researchers. If Arap is a language, the main sign of the nation, its development and formation will have its own character, that is, the language of each nation will be formed and developed in its own way. The national language is a very broad concept and is very complex in terms of its historical progress, going through many processes, which is why it is not the same in terms of composition. The national language of the Kazakh people also depends on the state of its formation and development: it consists of a literary language and colloquial language that serves the entire people, as well as local identity and dialects characteristic of a particular region [Kaliev 2005: 373].

Language is a means of representing the culture of a particular ethnic environment, which forms the core of the owner of that language and culture, an ethnic individual. Each linguist is a carrier of its own ethnic culture, with language symbols used as cultural symbols and representing the distinctive features of national culture.

The formation of linguistic competencies, even in the teaching of the native language, has a great influence on the development of educational content in terms of the development of cultural literacy, respect for its dignity and the formation of language skills. In this context, the main goal of the formation of linguistic competencies is the study of the cultural semantics of maxillary Language units, dialectal lexicon. There are many words and phrases in any language, in addition to literary words that are spoken differently in different regions, formed by the traditional norm, applied throughout the population, understandable to everyone.

The ability to study the cultural semantics of the units of the neighborhood language, that is, to distinguish dialectal lexicon from literary lexicon - the main tasks of the sentence-making process in

the statement of opinion. Dialect is a small territorial word of speech that does not have a general folk character, but has linguistic features that are used only in a particular place. One Govor may include several small groups [Tasimov 2014: 8].

In the local areas, the dialectal features of the Kazakh language are diverse, divided into their own classes, differ and change in the oral language. In words in the literary language, in different regions, in different places, local identities are different. A dialectological expedition aimed at collecting and studying such local features of the vernacular, or dialectological materials today, is of great importance for linguistics. This is completely solved only by determining the dialectal and colloquial composition of the Kazakh language, determining their nature and historical basis, collecting local identities and studying them in depth.

As for the history of the study of dialect words in the Kazakh language, in 1937 professor I.Kenesboev under the first expedition was made to collect features of dialect words. During the first dialectological expedition, important materials were collected on the local features of the oral language of the inhabitants of the districts of Norinkol, Kegen, Nura, Maqtaoral. After that, expeditions were organized to other parts of Kazakhstan. As a result, works dedicated to the study of dialectal features of the folk language were created, G.Musaboev, J.Do'sqoraev, S.Amanjолоv, N.Sauranboyev a number of articles by sauranboev and other scholars on dialectology were published in the Republican and union press [Tasimov 2014: 12-13]. Then Sh.Sariboyev, S.Omarbekov, A.Nurmagambetov, A.Maxmutov, O.Naqipbekov, J.Bolatov, A.Bayjолоv, Sh.Bekturov, G.Aydarov, A.Tasymov, B.Bekeshov, J.Abdualiyev special scientific expeditions were organized by abdualiev and other scientists, and local dialectal materials were collected and scientifically discussed from Russia, China, Mongolia, in addition to all regions of Kazakstan. The focus was on the collection of local dialects and their study by dividing them into groups of different content.

As a result of the above studies, conclusions, numerous studies, the influence of the neighboring vernacular language has also been proven to be important in the creation of dialecticisms. The language of the Kazakhs living abroad began to be studied from the end of the 60s of the last century in the field of dialectology of Kazakh linguistics. Linguistic features of the Kazakhs living in other countries outside the territory of the Republic of Kazakhstan the proximity of the region is also included in the group of specific dialects (today called governors), along with local dialects (Western, Southern, North-Central, Eastern).

For example, Turap Aydarov, a scientist who studied the colloquial character of the Kazakh language living in Uzbekistan, divides it into two groups. As an example of words used not in the general framework, but only within a certain territory, one can say that baspani – chjaugim, jumirtqani – tkhuqim around Tashkent, in Bukhara region: tarazini – shekki, bakini – shappa, keuirtti – shirpi, ottiq [Aydarov 1975: 22-23]. Dialectisms are characteristic of such an indigenous vernacular [Isaev 2007: 31].

Academician sh. he studied dialectal words in the lexicon of the Kazakh language. From the scientific principles of Sh.Saribayev, the study of the cultural semantics, dialectical lexicon of the units of the neighborhood language serves to bring to a new level the knowledge associated with the modernization and opening of channels that develop the scope of the native language service at the present stage.:

<b>In the Southern governors</b>	<b>In literary norm</b>
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<i>atxana, dānxana, mūzxana, qazixana, peshexana, tyrmexana/qamaqxana, balaxana, əskerxana t.b.</i>	<i>meymankhana, naubeykhana, kasapkhana, kitapkhana, askhana, shaykhana, jataqkhana, aurukhana, sheberkhana, qimizkhana, sirakhana, dərikhana, perzentkhana t.b.</i>
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Academician I.Kenesbaev believes that this process is due to the interaction of Arabic-Persian words with the Uzbek language, which is one of the main languages in the penetration into the Kazakh language, and with people who speak this language.

Dialectology, a special area of linguistics, comprehensively studies dialectal words in terms of sound and meaning.

Dialect words are divided into several types, depending on the literary language:

- 1) lexical dialectisms;
- 2) lexical-phonetic dialectisms;
- 3) lexical-semantic dialectisms;
- 4) derivative dialectisms [Kaliev 1991: 23].

Apparently, in the anthropocentric paradigm of Modern Language Research, special attention is paid to the linguistic content of the word. But syrdarya and tashkent in the region and in the school of education which are conducted in the Kazakh language govorldardan in addition to norms, does not come directly uzlashgan many words used: munda in the moment as the pronoun – buyaq, buyaqta, oyaq, oyaqta; or, the number of words bir, eki, to'rt category – or bitta, ekita, tørttə; tōmenge the ty – ty to the pəske; -men, -pen, -ben, supplement – bilen (sen bilen birge – senimen birge); erteḡ – ertege and others. Therefore, we confuse some incomprehensible local words with the governors of the language.

In some regions of Uzbekistan, the sound harmony of the Kazakh language is somehow lost in oral speech. Their languages have vowel harmony to the Uzbek language. Kazakh words are pronounced with the sound harmony of the Uzbek language. Kele jatqan – kel atqan – kelətirḡan, bara jatqan – baratqan-barvatqan, and others. In the process of greeting: jaqsimisiz?, tuzumisiz? the use of words is gradually becoming a habit.

There is also confusion in the classification of words in Kazakh language norms in Uzbekistan:

1. Men baruim kerek – baruim kerepin (baruimiz kerepiz)
2. Sen baruing kerek – baruing kerersing (baruingiz kereksiz)
3. Ol barui kerek – barui kerekti (baruingiz kerekti)

Sometimes it is common for hols to pluck without separating two words:

Alasingiz? that's right: Alasing ba, alasiz ba?

Juresingiz ba? that's right: Juresing be, juresiz be? (not "ba")

Bar, jur, tur, qal, otir and other command verbs are spoken in two forms in a distorted copy:

- 1) barsay (дұрысы: bar), jursey (jur), tursay (tur), qasay (qal), kesey (kel).
- 2) barg'in (bar), jurgin (jur), turg'in (tur), qag'in (qal), kegin (kel), otirg'in (otir).

Now these broken words are connected, said and written like this. The suffix of the stem of the word can not be corrected even if the linker is added after. Instead, the change increases the level of the words: 1) barsay + shi (дұрысы: barsangshi), jursey + shi (jursengshi), tursay + shi (tursangshi), qasay + shi (qalsangshi), otsayshi+ shi (otirsangshi), kesey + shi (kelsengshi) and others.;

- 2) barg'ay + sing (that's right: bararsing), jurgey + sing (jurersing), turg'ay + sing (turarsing), qag'ay + sing (qalarsing), kegey + sing (kelersing), otqaysing + sing (otirarsing) and others.

Men, sen, ol, olar, biz simply changed to ham menshi, senshi, olshi, olarshi, bizdershi. In the speech of schoolchildren, the rules of singarmonism were changed so that the Cholas became common: bugin ba? (that's right: bugin be), keshe ma? (keshe me), deysin ba? (deysing be), tusindingder ma? (tusindingder me), sizder ma? (sizder me) and others.

One of the main tasks of the teachers of the future Kazakh language and literature is to be able to distinguish words of govor (speech) from words in another language, get used to speaking in literary language norms, and also prepare students. In order to properly educate children, teachers themselves must speak and write correctly in the norm of the literary language.

The collection and consideration of such local features of our language, namely dialecticisms, is of great importance for learners and aspiring students. The purpose of dialectological practice (teaching practice) is to distinguish between the phonetic, lexical and grammatical features of Governors specific to each region, to familiarize themselves with the local features of the language, to show the role of governors in language development and their role in enriching the literary language.

It is also known that the dialect on the history of the Kazakh language is of great importance in the collection of words and various phrases, local language Information, research work, monitoring the development and growth processes of the language, determining the historical relationship and relations of the Kazakh language with other related Turkic languages, enriching and expanding the language lexicon. Determining the attitude of governors to the national literary language, revealing their interaction, is labor-intensive.

Also, the issues of determining the dialectal and colloquial composition of the Kazakh language, determining their character, identity, historical foundations can be solved only by taking into account local identities in full, collecting them, conducting in-depth research. Dialecticisms in our language are carried out by collecting Expeditionary materials from the language of the country, people and schoolchildren, especially through dialectological experience.

During the dialectological experiment, prospective students are advised to collect complete information from the people of the place about the features of the local (Gover) language, as well as the location and history, geographical features of the people and their natural conditions, economy and profession. Only then will the local language materials collected by the student become the only basis for fully revealing the natural linguistic features of that place.

In the language of schoolchildren, their written works and essays of various content, poetry and various creative works, local govor words are found. The ability to assemble, learn and correctly pronounce words with local dialectal meaning encountered during the learning period will be of great importance for dialectological practice and the science of dialectology. Dialectisms in our language are a source of national heritage, they come from the lifestyle of our people, ancestors, vital needs, various aspects of life, profession, life. Their influence on our national literary language is great. Continuity and connection between the national literary language and dialectisms, differences are always maintained. In general, it is known that the local features of our language are an inexhaustible resource in the analysis and development of the richness of our language, as well as in providing the necessary linguistic information, materials from the history of the development of our language, enriching our literary language.

The local peculiarities of the folk language, dialectisms, by necessity, penetrate into our literary language, can be considered a significant contribution to its enrichment. The richness of our literary language often includes the dialectal lexical features most common in the language. Hence, the lexical features of our language are one of the channels and sources of enrichment of our literary language.

Methods. There are several ways to trace and collect dialectal language information in a language. Their main type is the method of conversation, that is, they need to be attentive and careful when talking to local people. It is better to start a conversation on any topic, as if you were talking to your interlocutor as a person who organized sincere communication and did not express your goal. This method is the most responsible stage of work performed during the experiment. It is better to put on paper the linguistic information that you find necessary, paying serious attention to each word of the interlocutor. Otherwise, the next researcher sitting next to the interlocutor can record the necessary language information between the student and the interlocutor on the phone. In the process of dialectological practice in this direction, it is necessary to conduct conversations with local residents three to four times a day.

For dialectological practice, information is mainly obtained from written materials. Students receive linguistic information from the pages of various newspapers and magazines, works of art, the content of works written by schoolchildren, an essay, a handwritten letter, a power of attorney, work documents, etc.

During the conversation, it is better to start a conversation on certain interesting topics, creating conditions for the person to speak and move freely, asking him questions at intervals. The collection of governors of our language from our country, especially among our people, is carried out by dialectological experiments, expedition materials, direct communication with people who use language features, local linguistic data, recording various units of words or phrases. In the analysis of local language units, dialectical dictionary materials, in combination with such methods as analysis, synthesis, justification, the method of confrontation can be effectively used.

Results. In the process of professional and methodological training, an important stage in the development of the linguistic competence of students is practice: educational practice (1 course); production practice (2-3 courses) to obtain professional skills and experience of professional activity; pedagogical/ diploma obtaining practice (4th course).

The educational practice is organized in urban and rural schools, and the education involves the development of the peculiarities of the educational and methodological activities of the teacher of the Kazakh language and literature in the school conducted in the Kazakh language.

The types of work on the actualization of linguistic competence of students during the internship period are aimed at the formation of linguistic (intercultural/socio-cultural and linguistic) competence of practicing students by observing the methods of using speech and dialect units of people and schoolchildren living in one God. It is also important to focus on the creation of a concept for the development of linguistic competence based on the collection, study and analysis of the material of the maxillary dialect and folklore. The main tasks can also include the following: correction of interference errors in student speech, inclusion of tasks of a cultural nature in the content of extracurricular activities, difficulties in pedagogical communication, self-analysis, identification of their nature and possible causes.

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