

PSYCHOLOGICAL BASES OF STUDYING THE KARAKALPAK LANGUAGE BY STUDENTS IN PRIMARY CLASSES

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ABSTRACT:

The relevance of the chosen topic is due to the need to pay attention to the psychological foundations of teaching students to make sentences in the lessons of the Karakalpak language. The psychological basis for mastering the skills of constructing sentences in a second language is teaching children speech activity in a second language, performing speech actions and "speech operations" to express their thoughts, bringing communication skills to automatism when performing speech exercises based on sensory perception, moving from visual-effective to visual - figurative and then to logical thinking by an oral speech of Russian-speaking students in the lessons of the Karakalpak language are performing speech exercises related to speaking.

KEYWORDS: Affix, sentence, exercise, word form, speech operation, speech activity

INTRODUCTION:

Psychologists consider communication as a side of any joint activity. Thanks to communication, people begin to understand the inner world of another person, which causes them sympathy or antipathy. And this has a beneficial effect on the development of ideas, concepts, and imagination.

The psychological basis for mastering the skills of constructing sentences in a second language is teaching children speech activity in a second language, performing speech actions and "speech operations" to express their

thoughts, bringing communication skills to automatism when performing speech exercises based on sensory perception, moving from visual effects to visual figurative and then to logical thinking through an oral speech of Russian speaking students in the lessons of the Karakalpak language are the performance of speech exercises associated with speaking.

In the structure of expressing one's thoughts, a certain role is assigned to the implementation mechanism. The implementation mechanism consists of:

- 1) Actions of external registration, pronunciation, intonation, and internal that is grammatical (category of case, gender, number, etc);
- 2) Operating actions.

Expressing your thoughts is associated not only with the implementation mechanism but also with the process of recreating the real picture of reality. Based on the data of psychologists, P.N. Satskaya argues that the actions of operating, entering the actions of design, are not only a means of creating the first but also, to a large extent, an apparatus for constructing an internal spatial scheme. I.A. Zimnyaya refers to operations as operations: comparisons (comparisons), selection (selection), set (compilation), substitution (replacement), decision making, construction and variation by analogy.

In these actions, the person who constructs the utterance takes into account both sociolinguistics and the stylistic possibilities of language, the patterns of oral speech. Operation is carried out on the basis of well-mastered

(brought to automatism) lexical and grammatical units, pronunciation skills. When learning second language speaking exercises in self-composing sentences, the abundance of these exercises is a decisive factor in achieving the main learning goals.

Speaking, as a type of speech activity, can appear only when the student exercises in it. Lack of exercise in speaking cannot be compensated for by working on reading, writing, listening.

The mechanism of external realization of speech in the study of a second language is presented by psychologists as a set of skills for the design (external and internal) of mental operations (I.A. Zimnyaya). The styling operations are more or less specific to each language. The design operations in the study of the affixal Karakalpak language by Russian-speaking children have their own characteristics. Nevertheless, the process of mastering these operations must also take into account the types of speech activity.

The left hemisphere of the human cerebral cortex (according to V. Penfield) consists of:

- 1) The centre of the letter;
- 2) Reading centre;
- 3) Broca's zone, which regulates the movements necessary for speech;
- 4) The centre for naming objects;
- 5) Wernicke's zone, providing auditory speech perception (1.60).

Each zone, each centre, in one way or another, is associated with the centre of naming objects. A number of methodologists, taking into account this circumstance, began to associate the formation of lexical and grammatical skills with the activities of these zones, the centres of S.S. Kuklina introduced the term "lexical speaking skills", there were textbooks "Learning to speak by speaking" (3). In our opinion, along with lexical skills, it should be associated with speaking and grammatically.

Probably, images of linguistic forms are also stored in the centre of the naming of objects. After all, the internal spatial scheme suggests not only the naming of objects but also the process of human activity in close connection and relationship with these objects. It should be noted that when generating a statement, a person does not always use a rule like judgments.

This rule did not help teachers remember the required affix. Formation of rules is a linguistic phenomenon. A person constructing his statement relies more on an internal spatial scheme that is created in his imagination. Thus, it can be argued that in order to learn to speak a second language, it is necessary to have abundant exercises in speaking, built on the use of visualization.

Sensation and perception as forms of reflection of objective reality act through analyzers, each of which consists of receptors (endings of the sensory nerve), perceiving stimuli, pathways and the central section in the cerebral cortex. Receptors convert external energy and nerve impulses sent along afferent (centripetal) nerves into the cerebral cortex. Here this energy turns into a fact of consciousness as a result of the analysis and synthesis of the received stimuli.

The results of the activity of the analyzers taking part in the formation of speech reactions are transmitted to the nuclei of the cerebral nerves. Efferent (centrifugal) nerves depart from the sheath of the nuclei, along which a response is directed to the peripheral speech apparatus. In the muscles of the speech apparatus and other sensory organs are the endings of the motor nerves that receive impulses from the central nervous system. These impulses regulate the tone of the muscles and induce them to contract.

Voice formation or movement of the writing hand occurs. The central nervous system is irritated by the peripheral speech

apparatus (motor, auditory, visual, tactile). Effective impulses, in turn, cause a stream of afferent nerve impulses, signalling the nature of speech acts. In the annular mechanism of the analyzer, a number of superstructures reflexes arise. This phenomenon is called reverse differentiation (4,63-64).

Types of speech activity are concentrated on two opposite analyzers from each other.

- Analyzers, consisting of receptors that convert external energy into a fact of consciousness reading, listening;
- Analyzers participating in the formation of speech reactions speaking, writing.

Reading and listening as types of speech activity is identical with sensation and perception as a form of reflection of objective reality. During sensation and perception, nerve impulses arise that send external energy along afferent nerves to the cerebral cortex. The same actions are performed during reading and listening.

The speech apparatus is almost not involved in this process. Speaking and writing as types of speech activity are associated with the activity of analyzers participating in the formation of speech reactions. The speech reaction is directed along the efferent nerves to the peripheral speech apparatus. Until speech reactions due to the lack of the necessary skills, speaking as a spontaneous type of speech activity will not begin.

Based on the data of psychological science, in our opinion, it can be argued that only exercises in speaking, and later in writing, can serve the development of oral and written speech. The mechanism of speech can be improved only in the conditions of speech activity, exchange of messages in the process of speech communication.

Thus, it should be considered that the main way of forming the oral speech of Russian-speaking students in the lessons of the

Karakalpak language is the performance of speech exercises associated mainly with speaking.

Taking into account the need to organize speech activity, as the main way to achieve the goal, psychologists and methodologists put forward an active approach to teaching foreign languages.

In his research, Passov names the following features of this approach:

- 1) Motivation and purposefulness of the activity, which stems from the activity of reflection;
- 2) Hierarchy of activity as a quality of its structure, in particular, the idea of the level structure of the speech mechanism;
- 3) Analysis not by elements, but by units;
- 4) The productive nature of the activity

As you know, speaking is a phenomenon, activity (one of the types), its product is an utterance. The utterance is carried out on the basis of pronunciation skills, is built on the basis of learned lexical and grammatical materials, means expressing semantic relations. The unit of expression is a phrase.

Phrases (sentences) are organized by the deployment of thought. Each relatively complete thought, expressed in several sentences, is unit a complex syntactic whole.

When learning a second language, teaching the construction of sentences consists of element-by-element assimilation of language material. The organization of speech activity in speaking contributes to the active mastery of it.

The psychological basis for the study of language material through oral speech exercises is the activity of the analyzers involved in the formation of speech reactions.

A piece of striking evidence is the fact that even the pronunciation of individual sounds is acquired only through speaking (pronunciation) activities. According to M.S. Abayulov, a person gropes for the correct articulation not through showing the position of

the speech organs, not through explaining pronunciation rules, but through searching, i.e. getting the sound you want by repeatedly pronouncing (2,328)

To express his thoughts, the speaker relies on his pronunciation skills, recalls words and grammatical forms from memory in order to arrange them in the structure of the sentence. Such skills cannot be developed without speech practice. This is why the activity is the main way to learn a second language.

It is much easier to understand a phrase, understand its structural components, and learn certain language rules than to construct a sentence yourself at the level of an oral statement.

In this regard, the conclusions of methodological scientists are appropriate, who asserts that "it is much more difficult to develop speech skills than to acquire knowledge about the language, its phonetics, vocabulary, and grammar (4,328). This is why learning a language and mastering speech are not the same thing. The process of mastering the skills to construct sentences in the second language, as we emphasized above, consists of element-by-element assimilation of linguistic units at the level of their automated use in the speech stream. V.A.Arakin emphasizes: "

The very process of mastering each speech unit consists of the development, based on the automation of its use in speech, of its numerous variants - lexical-semantic, grammatical and other variants, the necessary dynamic stereotype for its structure, with strong memorization of the words and grammatical forms included in it".

A dynamic stereotype can only be developed as a result of repeated repetition in an oral and written speech of specific variants of a given speech unit, which ultimately will lead to the establishment of the necessary strong temporary connections between the content of the utterance and the form in which it should be

clothed. The repetition of linguistic units in oral and written speech should be associated with the creation of independent statements.

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