

## Learning of Brotherly Languages (On the Example of Karakalpak and Uzbek languages)

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### ABSTRACT

*In addition to the general didactic principles we have mentioned above, there are the following specific principles in the teaching of Uzbek (the state language) in schools with Karakalpak language of instruction, which arise from the nature of the subject.*

**KEYWORDS:** *education, Karakalpak, Uzbek, sister languages, pedagogue, educational technologies.*

The teaching of Uzbek language in schools with Karakalpak language of instruction is of great educational importance. As a result of comparative study of these two sister languages, the student will be able to study both their native language and Uzbek thoroughly and thoroughly.

Although the general didactic principles are relevant to all subjects taught in school, but they stem from the inner nature of each subject, its specific features. Didactic principles that are common to all subjects taught in school: that teaching is aimed at informing, nurturing and developing the child; scientific and comprehensible, systematic and consistent teaching for children; Although the integral connection between theory and practice is the principles of consciousness, activism, independence, demonstration, individual approach to students and consideration of their learning opportunities, although they are general didactic principles, in the method of teaching the Uzbek language they one is of particular importance.

In addition to the general didactic principles we have mentioned above, there are the following specific principles in the teaching of the Uzbek language (the state language) in schools with Karakalpak language of instruction, which stems from the nature of the subject:

- a) the principle of formation of students' Uzbek speaking skills in teaching the Uzbek language;
- b) the principle of taking into account the conditions and influence of bilingualism in the teaching of the Uzbek language;
- c) the principle of strict adherence to interdisciplinary, interdisciplinary, interdepartmental links in the teaching of the Uzbek language;
- d) the principle of comparative teaching of language phenomena in the teaching of the Uzbek language.

These specific principles of teaching the Uzbek language at school, combined with the general didactic principles, create a set of basic requirements that ensure the realization of the goals and objectives of teaching a second language.

Below we will focus on general didactic principles and specific principles of second language teaching.

The principle of harmonization of education and development. In schools with Karakalpak language of instruction, students are equipped with a series of essential scientific knowledge on the phonetics,

vocabulary and grammar of the Uzbek language. it is also a means of nurturing and developing the individual.

The teaching of the state language, Uzbek, in the second generation of schools with Karakalpak language of instruction is one of the most important social and spiritual issues. Its social and spiritual significance is that a Karakalpak student who speaks Uzbek will take a bold step towards tomorrow's independent life, while expanding the boundaries of communication; takes its rightful place in society, its spiritual world expands. He will not only get acquainted with the past, customs, traditions and examples of fiction of the Karakalpak people, but also have the opportunity to get acquainted with the Uzbek people, its rich historical past and fiction. As a result, the bonds of friendship between the two fraternal peoples are more closely linked, they learn that there are many commonalities and peculiarities between their past, customs and traditions.

One of the main goals of teaching Uzbek in Karakalpak-language schools is to teach students to express themselves orally and in writing, without having to work on the text. I maydi. They are taught to work on a text by comparing the difference between a sentence and a text, working on the specific features of the text, generalizing about the content of the text, dividing the text into parts, finding a title for the text, determining who or what the idea is about.

It is well known that expressing an opinion orally and in writing depends primarily on their vocabulary. The level of development of these necessary skills is the most effective and convenient tool for the implementation of this principle in educational tasks, such as the continuation of a series of synonyms, the division of given Uzbek words into specific cells, finding synonyms.

Many districts of the Republic of Karakalpakstan (Khojayli, Takhyotash, Beruni, Turtkul, Nukus) live in a bilingual and even trilingual environment. Of course, such a situation should be considered not as a negative factor, but as a positive factor. Because Karakalpak students living side by side with Uzbeks learn Uzbek faster and more accurately under their influence, and are less serious in expressing their opinions orally and in writing. they do not face difficulties. The vocabulary of Karakalpak students living under bilingualism is also much higher than the vocabulary of students living in areas where only Karakalpaks live. One of the important requirements of the DTS is that it is much easier for students to understand the content of the text and to understand the opinions of others, as well as to live in a bilingual environment.

Because of social needs, they learn Uzbek in their daily activities before coming to school, and as a result, they acquire the skills to use this language.

Thus, the Uzbek language teacher must take into account the bilingual conditions, the pronunciation, spelling, meaning and use of words in both languages in order to achieve the effectiveness of the lesson.

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