PEDAGOGY

EDUCATIONAL ANALYSIS OF THE PROCESS OF TEACHING FOREIGN LANGUAGES OF SCHOOLS IN KARAKALPAKSTAN (1946-1984)

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Summary. This article examines historical and pedagogical analysis of the process of teaching foreign languages of schools in Karakalpakstan (1946-1984). During this period, the Government pays special attention to the educational process, especially the study of Russian and western european languages (German, English and French). This issue is actualized by the fact that during the period of Uzbekistan's national independence, this issue has become an urgent task of the educational process. The author analyzes the situation with the shortage of personnel in schools of Karakalpakstan, the forming of curricula and the compilation of educational and methodological literature.

Keywords: pedagogical analysis, education system, national school, foreign languages, training, calendar.

Introduction. The issue of teaching foreign languages in karakalpak school is still unexplored, especially since the researchers still have out of sight the question of the methods of teaching foreign languages, its methodology. In our opinion, it was not in demand during the period of Soviet rule, and the increase in scientific interest in the topic during the period of independence is actualized, first of all, by the urgent need for social development.

This chapter will discuss the evolution of teaching foreign languages in karakalpak school and the developing of the methodology. From the point of view of the current geopolitical situation, Russian and western european languages act as foreign. Consequently, the issues of teaching the Russian language in karakalpak school are considered, which have a huge educational and methodological scientific literature and various pedagogical approaches and developments. Against the background of the Russian language, other western european languages, such as German, English, French have significantly less coverage in the scientific and educational literature of Karakalpakstan, as well as the teaching methodology in national schools. Nevertheless, foreign languages occupied their niche in the educational program of schools. Consequently, this chapter pays attention to the issue of teaching the Russian language in karakalpak school, covers the issues of preparing textbooks and educational and methodological literature, training personnel - teachers of the Russian language and literature. The problem of teaching western european languages of schools of our republic is also being studied, chronologically considering them in two stages. The post-war period in the history of teaching foreign languages has a number of specific features. Russian language training in national schools received widespread support. In Karakalpakstan, this issue was also taken quite seriously, however, there were not enough personnel, ordinary teachers with qualifications. As you know, in the 1930s, specialists from the RSFSR began to arrive in our republic to help restore the economy and culture of our region.

These include A. Yakovlev, S. Shaityr, M. Pankratova from Rostov, M. Babaykina, L. Shchelkova, M. Bekbulatova, P. Senin, R. Timasheva, G. Agigamov, H. Yakubov during this period, teachers of the Russian language S. Rymsky, A. Zagorodskaya, A. Urazaev, M. Pankratova, H. Kudryakov, M. Babaikina, V. Pilshchikova and others arrive. "All of them played a big role in improving the quality and methodology of teaching individual subjects, especially the Russian language in karakalpak school."[1.96].

In the post-war period, this issue became the focus of attention of the government and on February 3, 1950, a resolution of the Central Committee of the Communist Party of Uzbekistan "On measures to further improve the study of the Russian language and literature in Uzbek schools" was adopted. At that time, i.e. in the 1950-1951 academic year, there were 308 teachers of Russian language and literature in all schools of the republic, of which only 20 with higher education, 102 with incomplete higher education, 155 with secondary education, below secondary education - 30 and 180 - had only primary education. [2.1].

Of these, 216 teachers taught Russian in national schools, which only 3 were with higher education, and 109 teachers were with incomplete higher education, 87 with secondary education and 17 with incomplete secondary education, while the latter were part-time students at a pedagogical school and pedagogical institute.

In that year, certification was carried out, as a result of which a low level of knowledge of Russian language teachers in national schools was found: out of 216, only 10% of Russian language teachers were

certified, and primary school teachers showed poor knowledge. [3.2]. Therefore, RIIU organized short-term (monthly) courses for teachers of the Russian language in grades 5-7, 3-month courses for training teachers of the Russian language in primary grades, conducted a three-day seminar for teachers of the Russian language with coverage of 250 teachers. 47 teachers teaching Russian in national schools were admitted to the correspondence department of the Nukus State Pedagogical Institute. [4.10].

A year later, the number of teachers of the Russian language in national schools increased to 307 (5-10 classes), of which only 16 had special higher education, 92 - teacher education, 199 - with secondary education. [5.15]. Back in 1937, in order to train highly qualified pedagogical personnel in the Russian language, a faculty of Russian language and literature was organized in the structure of the Nukus State Pedagogical Institute. The first contingent of students consisted of 16 people, but two years later, in 1939, 8 became teachers of the Russian language and literature. The number of students increased after the war: in 1947 it was 65 full-time students and 25 part-time students. By 1957, the number of students almost doubled in the full-time department (110 students), and in the part-time department - five times. [6.55].

MAIN PART. Problems were also in providing national schools with textbooks and teaching and methodological developments, especially in rural areas, for example, speaking at the Council of the institute for teacher improvement, it was noted that "for several years local teachers have been complaining about the insufficiency of textbooks."Here, the head of the Russian language cabinet, G.D. Makarenko, points out the need to process Russian language textbooks, "especially since we have every opportunity for this."[7.4].

Therefore, in the 1950s and 1960s, scientific research was carried out in Karakalpakstan on various issues of the theory and history of pedagogy, psychology and teaching methods of private sciences and the work on compiling textbooks and teaching aids for students of secondary schools was widely developed. Professor Doctor of Pedagogical Sciences made great efforts to develop pedagogical science in the Republic of Uzbekistan and Karakalpakstan. N.A. Urumbaev. From 1936 until the end of his life, he worked as the head of the department of primary education methods and director of the Karakalpak branch of the Uzbek Scientific Research Institute of Pedagogical Sciences. In subsequent years, many of his works on the methodology of teaching the Russian language in Karakalpak schools were published.

According to Zh. Urumbaev, since 1954, textbooks on the Russian language have been compiled by local authors. The Karakalpak publishing house published a primer - a textbook of the Russian language for the 2nd grade by N. Urumbaev and F.Usmanova, a textbook of the Russian language for the 3rd grade by U. Allaniyazov, a textbook of the Russian language for the 4th grade by I. Yanin, a textbook of the Russian language (phonetics and morphology) for grades 5-7 by I. Yanin, A.U Marova, A. Nurusheva, Russian language textbook (syntax) for grades 7-8 A. Sidorova, G. Makarenko, I. Muyatdinova.

In the 1950s, scientific and intellectual potential began to form in the republic, which made it possible to develop a methodology for teaching the Russian language in the karakalpak school. The methodology of teaching the Russian language in the karakalpak school began to be considered as a pedagogical science that determines the goals, content, volume and structure of the subject "Russian language," as well as studying and describing the most rational methods and techniques of teaching the Russian language in a foreign language environment and exploring the conditions and ways for students to learn a precisely defined range of knowledge, mastering certain skills and abilities. In the structure of the Republican Institute for Advanced Training of Teachers, an office of the Russian language was organized, headed by Averina, an office of foreign languages - A. Karachurina. There was a particular question of retraining teachers in the Russian language; at RIUU, three-month training courses for teachers of the Russian language in grades 2-4 were organized. Two or three day seminars began to be held everywhere, for example, in 1951, similar events for teachers of the Russian language were held in all regional centers of the republic. [8.22].

Methods of teaching leading teachers of the Russian language, such as A. Chemborisova, G. Sidorova, F.Yu. Madgazina, N.F. Pushkarev from Nukus, M. Urazaev, U. Yupova from Turtkul were widely promoted. In the absence of textbooks, leading teachers used methods of working with the dictionary, paid more attention to visual aids, used methods of assimilating and memorizing words. They organized extracurricular reading, worked in circles for the study of the Russian language and literature.

In the 1950s and 1060s, training was facilitated by the activities of the Karakalpak State Pedagogical Institute. At the institute, the faculty of Russian language and literature consisted of the department of general and Russian linguistics, the department of Russian and foreign literature. Annually replenished with new highly erudite personnel, the departments began to expand, new ones opened. For example, in 1964 an inter-faculty department was formed, so the department of Russian linguistics trained specialists in the Russian language.

Teaching the Russian language of schools in Karakalpakstan during this period was going through a period of active expansion of its range. At the same time, some inconsistencies can be observed in this

process. If in previous years in the schools of the republic the Russian language in Russian classes and national classes was taught on the basis of textbooks approved by the Ministry of Education of the RSFSR, that is, since the 1930s there has been a tradition of autonomous study of the Russian language and literature in national schools, then in the 1950-1960s for non-Russian classes began to develop textbooks based on local material.

One of the first compilers of Russian language textbooks for karakalpak schools was U. Allanyazov. In 1955, the Karakalpak State Publishing House (Karakalpakgosizdat) published the textbook "Russian Language" for the 3rd grade of the karakalpak school. This textbook was reprinted several times from 1958 to 1969. The book was published for the 7th grade of the karakalpak school. In 1962, a "Book for reading literature in Russian" was published for the 7th grade of the karakalpak school (compiled by A. Dzhaksybaev, A. Tyugay, V. Nasyrova), as well as a "Book for reading in Russian for the 6th grade of the karakalpak school (compiled by G. Makarenko and I. Muyatdinov), surviving several editions until 1968. In the 1970s, teaching the Russian language at a national school moved to a new, higher level. The well-known scientist-philologist A. Dzhaksybaev wrote that "the mastery of the Russian language by the non-Russian people of the country has successfully passed its first stage and at a qualitatively new stage," in connection with which he proposed" the development of problems of the culture of Russian speech of the non-Russian population".[9.72].

CONCLUSION. In general, in the 1980s, interest in teaching the Russian language in karakalpak school intensified, new teaching aids were developed, textbooks and scientific and methodological literature were improved.

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Rezyume. Ushbu maqolada 1946-1984 yillarda Qoraqalpog‘iston maktablarining xorijiy tillarni o‘qitish jarayonini tarixiy-pedagogik tahlil qilish ko`rib chiqilgan. Ushbu davr mobaynida mamlakat hukumati ta`lim jarayoniga, xususan rus va g‘arbiy Evropa tillarini (nemis, ingliz va francuz) o`rganishga alohida e`tibor qaratmoqda. Bu masala O‘zbekiston milliy mustaqillikga erishgan davrda ushbu masala ta`lim jarayonining dolzarb vazifasiga aylangani bilan dolzarb ahamiyat kasb etmoqda. Muallif Qoraqalpog‘iston maktablarida kadrlar etishmasligi, o`quv dasturlarini shakllantirish va o`quv-uslubiy adabiyotlarni tuzish bilan bog‘liq vaziyatni tahlil qiladi.

Резюме. В данной статье рассматривается историко-педагогический анализ процесса преподавания иностранных языков школ Каракалпакстана 1946-1984 гг. В этот период правительство страны обращает особое внимание образовательному процессу, особенно изучению русского и западноевропейских языков (немецкого, английского и французского). Данный вопрос актуализируется тем, что в период достижения Узбекистаном национальной независимости данный вопрос стал актуальной задачей образовательного процесса. Автор анализирует ситуацию с нехваткой кадров в школах Каракалпакстана, формирования учебных программ и составления учебно-методической литературы.

Kalit so‘zlar: Pedagogik tahlil, talim tizimi, milliy maktab, xorijiy tillar, kadrlar tayorlash, kalendar.

Ключевые слова: педагогический анализ, система образования, национальная школа, иностранные языки, подготовка кадров, календарь.