

## О ЛИНГВОДИДАКТИЧЕСКИХ ОСНОВАХ ОБУЧЕНИЯ КЫРГЫЗСКОМУ ЯЗЫКУ ДЛЯ ИНОСТРАННЫХ ШКОЛЬНИКОВ

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**Аннотация:** В Кыргызстане важное значение придается изучению кыргызского языка для иностранных школьников, для чего определены программы обучения, изданы учебники, ведется обучение в вузах кыргызскому языку. На практике преподаватели сталкиваются с проблемами, которые основываются на слабом умении выражать свои мысли не только в устной речи, но и в письменной. Автор статьи затронула вопросы обучения иностранных школьников кыргызскому языку. В основу обучения речи школьников неязыковых факультетов необходимо использовать лингводидактические основы обучения, которые позволяют наметить поэтапные пути и методы эффективного обучения кыргызскому языку в аудиториях вуза.

**Ключевые слова:** лингводидактика, диалект, методика, язык- посредник, педагогика, сравнительное обучение, языковая компетенция.

## ЧЕТ ЭЛДИК ОКУУЧУЛАР ҮЧҮН КЫРГЫЗ ТИЛИН ОКУТУУНУН ЛИНГВОДИДАКТИКАЛЫК НЕГИЗДЕРИ ТУУРАЛУУ

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**Аннотация:** Кыргызстанда чет өлкөлүк окуучулар үчүн кыргыз тилин үйрөнүүгө чоң маани берилип, алар үчүн окуу программалары аныкталып, окуу китептери басылып чыгып, Мектептерде кыргыз тили окутулууда. Практикада окутуучулар өз ойлорун оозеки сүйлөөдө гана эмес, жазуу жүзүндө да көрсөтүүнүн төмөнкү деңгээлинен келип чыккан көйгөйлөргө туш болушат. Макаланын автору чет элдик окуучуларга кыргыз тилин үйрөтүү маселелерине токтолгон. Тил багытындагы эмес факультеттердин окуучуларына кепти үйрөтүүнүн негизи катары мектептин аудиторияларында кыргыз тилин натыйжалуу окутуунун этап-этабы менен жолдорун жана методдорун көрсөтүүгө мүмкүндүк берген билим берүүнүн лингводидактикалык негиздерин колдонуу зарыл.

**Түйүндүү сөздөр:** лингводидактика, диалект, усул, орток тил, педагогика, салыштырып окутуу, тилдик компетенция.

## ON LINGUODIDACTIC FOUNDATIONS OF TEACHING THE KYRGYZ LANGUAGE FOR FOREIGN STUDENTS

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**Abstract:** In Kyrgyzstan, great importance is attached to the study of the Kyrgyz language for foreign students, for which training programs have been defined, textbooks have been published, and the Kyrgyz language is being taught at universities. In practice, teachers face problems that are based on a poor ability to express their thoughts not only in oral speech, but also in writing. The author of

*the article touched upon the issues of teaching foreign students the Kyrgyz language. The basis for teaching speech to students of non-linguistic faculties, it is necessary to use linguodidactic foundations of education, which allow you to outline step-by-step ways and methods for effectively teaching the Kyrgyz language in the classrooms of the university.*

**Key words:** *linguodidactics, dialect, methodology, intermediary language, pedagogy, comparative education, language competence.*

## **Introduction.**

Attention to didactics plays a particularly important role in the methodology of teaching Kyrgyz as a second language. One branch of didactic preparation is working in the field of using new technologies in language teaching. When teaching didactic knowledge, skills, and abilities to foreign students of a higher education institution, it is necessary to equip them with new teaching technologies [1].

The current stage of the development of the methodology of teaching the Kyrgyz language as a second language is characterized by a significant renewal of language education. The analysis of the linguodidactic foundations of language competence in scientific-methodical and theoretical sources shows that competence is the most important aspect of relations in the field of education. The concept of linguistic competence is a system of concepts of language grammar. They belong to a person, starting from his birth, i.e. to his experience, to his typical living environment, etc. regardless, it is related to humans as a biological species. From childhood, the vocabulary is replenished every day, the worldview expands, and the ability to speak appears.

The analysis of the development of language competence in the theory of teaching in modern conditions of education shows that this term means a set of knowledge and skills, the acquisition of which shows the ability to speak in the language being learned in accordance with literary standards in various spheres of life, and also helps to increase language ability. This knowledge predicts the formation of all types of sentence structures by changing the original structure, and also informs about the grammatical relations within and between sentences. According to modern requirements, the goal of language learning is to form not only linguistic, but also communicative competence.

There are many theories related to the composition of communicative competence in scientific research. Thus, Russian researchers I. L. Beam, I. A. Zimnya, A. M. Novikov, I. R. Maksimova, A. V. Khutorskoy and more distant foreign scientists D. Haims, A. Holliday, Jan van Eck, et al. studied the component composition and structure of communicative competence in didactics and methodology.

**Basics of research.** As a result of summarizing various methods related to the formation of competence as the basis of educational technology, we obtained the following distributions:

1. Systematic teaching of linguistic (vocabulary, phonetics, orthography) grammar rules, vocabulary units and phonology; 2. Ability to create oral and written functional styles in the discursive (editing of oral and written text) learning process, logical unity based on understanding different types of text, selection of linguistic means according to the type of speech; 3. Pragmatic (to achieve the goal successfully); 4. Strategic (overcoming communication difficulties); 5. Socio-cultural (correspondence to socio-cultural norms), in which the cultural characteristics of native speakers, their traditions and customs, behavior, norms of upbringing in the process of communication are considered. A.G. Bermus, N.F. Efremova, I.A. Zimnya have included the formation of psychological professionalism in the list of basic competencies. Currently, there is no unified definition of the concept of psychological competence, which is one of the structures of professional activity.

The problems of communicative competence formation in teaching Kyrgyz as a second language in higher educational institutions were studied in the doctoral dissertation of K.A. Biyaliev "Basics of the methodology of teaching Kyrgyz as a second language in the communicative direction". The methodology of competence formation in the process of teaching Kyrgyz as a foreign language is considered in the dissertation of A. T. Zhamankulova "Development of speech of university students (for beginners in Russian-speaking groups) in the process of teaching the syntax of a simple sentence in Kyrgyz."

And the methodology of teaching Kyrgyz as a second language on the basis of competence still requires scientific research on its various aspects. In particular, the linguistic didactic foundations of shaping the language competence of students - future lawyers have not yet been determined. The analysis of scientific and methodical literature and the practice of teaching show that the methodology of teaching Kyrgyz as a second language in schools, the educational and regulatory framework needs to be updated. State standards, textbooks, curricula need to be revised according to new conditions and requirements. The changes taking place in the two-level system of education in the world affected the educational standards of Kyrgyzstan based on credit technology, including the discipline "Methodology of teaching Kyrgyz as a second language". In the methodology of teaching Kyrgyz as a second language, three methods are distinguished:

- 1) transfer (comparison) method;
- 2) natural method (without intermediary language);
- 3) mixed method.

I.S. According to Yakimanskaya, psychological competence is a set of knowledge, abilities and skills in psychology; accuracy of the position regarding the role of psychology in the teacher's professional activity; ability to apply psychological knowledge at work; The ability to see the situation behind the child's behavior, the ability to find the level of development of cognitive processes, emotional-volitional environment, character traits,

direction, the ability to assess the psychological situation in the relationship with the child and group of children, and the ability to choose a rational way of communication (I. S. Yakimanskaya, 2000).

To be able to find ways to build mutual relationships, to make responsible decisions in various psychological situations at the age of 16, it is necessary to include psychological information in the plan of personal motivation. Therefore, "psychological competence" includes a professional and entrepreneurial component, a person's ability to receive and use psychological information.

A teacher of a modern school should have information about the classification of motivations of learning activity in order to organize the learning process in the classroom as best as possible. In addition, the teacher should conduct diagnostics to determine the level of motivation of each student at school [2].

Updating the content and technology of the concept of teaching the Kyrgyz language as a second language in schools in accordance with the requirements and definitions of the state standard and laws of the Kyrgyz Republic "On Education" (April 30, 2003 No. 92) and "On the State Language of the Kyrgyz Republic" (April 2, 2004 - April No. 54) approved by the Decree of the President of the Kyrgyz Republic "On the National Program for the Development of the State Language and Improvement of the Language Policy in the Kyrgyz Republic for 2014-2020" in the direction of strategic importance of education improvement, quality improvement and competence-based education (June 2, 2014 year, No. 119) must be implemented in accordance with the laws.

The learning process at the university and effective ways to improve it directly depend on the motivation of students. Motives are the driving force behind learning and mastering material. Learning motivation is a rather complex and ambiguous process of changing the individual's attitude to a separate subject of study and to the entire educational process. At the same time, the motivation to study depends on the characteristics of the individual and the social roles of the individual [3].

Experience shows that with the chaotic formation of the motivational environment of teacher-students' activities, most of them do not have the necessary motivations for effective learning. In other words, a teacher without motivation does not motivate his students. Therefore, the school and teachers should take control of the process of forming the motivational environment of students' activity [4].

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