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STUDY OF THE METHODOLOGY OF TEACHING THE KYRGYZ LANGUAGE IN PRIMARY SCHOOL

Abstract: The content of the article analyzes the works devoted to the research of methods, problems of teaching the Kyrgyz language in primary grades. The works, the content and meaning of S. Namatov and K. Sartbaev in teaching and learning the Kyrgyz language in primary school are analyzed. K. Sartbaev, having analyzed the pedagogical, scientific-pedagogical, scientific-methodological meaning of teaching and learning the Kyrgyz language in primary grades, discussing the scientist's work on this issue, shows their place and role in the process of modern teaching. By the content of the article, an extensive analysis of the scientist's works devoted to the elementary grades was carried out. Analyzed and proposed the essence of the works on the primary school. Special emphasis is placed on the theoretical and practical tasks of the scientist's work. Generally, this article proves that the competence obtained by the learner in teaching and learning the Kyrgyz language in primary grades is realized based on these works.

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Keywords: methods of teaching the Kyrgyz language in primary grades; stylistic rules; spelling rules; phonetic; morphological; syntax materials; teaching spelling and punctuation rules

Introduction

The source of knowledge is the elementary class. In the primary class, the Kyrgyz language is taught as the main subject. This subject is called Native Language Teaching Methodology and it is taught and taught in parts of Literacy, Kyrgyz Language Teaching and Art Reading Teaching. The tasks of teaching the Kyrgyz language in primary grades, education in it, when considered at the state level, the state standard of teaching, the mother tongue as the state language, too, is subject to tangible changes and additions. Curricula in the native language standard, set the goals and objectives of teaching the Kyrgyz language in primary school. Requirements for the content areas of teaching the native language in primary education. Its prospects, places in the basic curriculum, types of educational program, volume of study load. Content of basic education subject, minimum requirements for the level of education of students in the subject. Subject competence-basic competence: informational, social and communicative, self-organization and problem solving. Subject competence: the ability to work with vowels and consonants, letters, the ability to read, the ability to work with vocabulary, the ability work with a sentence and a text, conscious reading and listening, the ability to work with literary concepts. Requirements for checking the level of readiness of students in the subject. According to the new requirements, primary school students, in terms of language competence, must fully master this.

The history of teaching the Kyrgyz language in primary schools begins with the formation of Kyrgyzstan, an independent autonomous region. Prior to this, several private schools, madrasahs,

contributed to education. In general, most of education, in relation to the upbringing and education of young people, placed more emphasis on education and family upbringing through oral folk works, folk education, or, through traditions, rituals passed from generation to generation.

Literature review

In the history of teaching the native language, in 1925, a methodical work entitled "Initiative in the Writing Path" was published. This work is the first methodological work devoted to teaching the native language in schools, especially teaching the rules of its writing. The teaching aid contains examples of teaching 11 subjects.

About the little work, Professor A. Osmonkulov said: "In this methodical manual, at least superficially, concepts are given about sounds - letters, vowels, consonants, low and high vowels, about syllables, lip sounds, additions. But, on the sounds and letters, on the division of vowels and consonants, the correct analysis from the scientific side has not been made. It is observed that complete information is not given about a word, syllable, part either.

The topics taken were random, they did not completely cover any sounds or divisions of words. And yet, the issue of teaching the ABC book, raised for the first time, is valuable in that methodological manuals are given, at least superficially devoted to teachers, in other words, as the name of the book shows, it is the first initiative in teaching the spelling of the Kyrgyz language.

There are investments and books of Kyrgyz scientists, methodologists and practicing teachers in laying the foundation, formation, development of science according to the methodology of teaching the Kyrgyz language in primary school. Of these scientists, we can separately show two scientists-methodologists who made a special contribution to the formation and development of this science.

The first one was Satybaldy Namatov, who wrote the first work on the methodology of teaching our native language - the Kyrgyz language, in primary grades, and the second - contributing to the further development of the established science, who wrote metrical works, studied the problems of teaching the Kyrgyz language from the scientific and methodological side, candidate of pedagogical sciences, professor Karatai Sartbaev.

Satybaldy Namatov is one of the first of the Kyrgyz intelligentsia, having graduated from the Institute of Public Education, having received a specialty: "teacher-methodologist". His activities in the educational industry, also being a teacher-methodologist in this direction, was the first to develop a scientific methodology for teaching the Kyrgyz language.

The work of S. Namatov, published in 1930, which covered all the issues of the methodology of teaching the Kyrgyz language in elementary school, entitled "The Methodology of the Native Language", is the first methodological work of historical significance" (Primary school program, 2018).

Results

This little work consisted of 6 sections. In the first section, the author dwelled on the origin of the language. The second section was titled "On methods of teaching reading and writing."

The author noted that the more a rural teacher knows the methods and principles of teaching a child to read and write, of course, his work will be successful. Then, introducing the necessity of teaching methods, he noted: "There are many methods of teaching reading and writing. Teachers should know the main ones from this set. By method alone, it is difficult to teach reading-writing. Because, if you take the supremacy of only one method: there are achievements, there are many

disadvantages. That is why, when teaching a child to read and write, the teacher should, without assigning only one method, be able to apply the best aspects of several methods” (Primary school program, 2018; Sartbaev et al., 2013).

The main method, which forms the basis of methods, says the following: “This main method starts with an unknown method. It relies on the works of the following sensory parts:

- 1 Vision (eye work);
2. Speaking (the work of the tongue);
3. Hearing (ear work);
4. Work of the movement of the tongue and hands;
5. Work of thought, for understanding writing.

S. Namatov tried to explain with simple examples the most important methods of the main method. For example, than to scold a boy who has dirty hands, saying that he has dirty hands, you can just point to his hands. “When a teacher uses the service of not only one part of the children, but of several parts at the same time, this does not bother the children, but ensures rapid assimilation,” he notes (Primary school program, 2018; Sartbaev, 2013).

After that, speaking about the method of sounds, I considered it, dividing them into three. In the following sections, I wrote about the concepts of the whole word method, word-part methods.

The next III section he called "Teaching children to words." It says here, as a newborn child learns the language from parents, from relatives, when entering school, to teach him to speak according to the norm of literary speech, at the beginning you need to talk with questions and answers, spoke about the need to use more basic and leading questions. In section I, giving concepts on how to teach to read fiction literature, he showed their ways. In Section V, he gave many tips for teaching the written word. In Section VI, giving several examples related to teaching examples of the native language, separately by class, he expressed his opinion.

After the works written by E. Arabaev, S. Namatov, Kyrgyz youth, who received education in other cities, wrote textbooks, teaching aids for primary schools and for seniors. These are: K. Tynystanov, A. Shabdanov, B. Soltonoev, H. Karasaev, S. Namatov, M. Zhanybaev, K. Zhantoshev, T. Sopiiev, S. Kurmanov, T. Aktanov, K. Karimov, I. Abramov and other. The above-named educators are the first-born of the founders of science on the method of teaching the Kyrgyz language. And, subsequent researchers, starting from the 1960s, began to conduct research work on teaching the Kyrgyz language. Namely, studies devoted to: the teaching methodology with an explanation of Sultan Turusbekov, the teaching method of the Kyrgyz language by Karatai Sartbaev, teaching the noun Burul Rysbekova, works on enriching the speech of H. Dotaliev, teaching the pronoun A. Muratalieva were generalized. And, recently, scientific work on teaching students the methodology of teaching the Kyrgyz language has been much revived. Doctoral dissertations on the methodology of teaching the Kyrgyz language in high school by Zh.Chymanov, S. Rysbaev, V. Musaeva, A. Mukambetova, K. Biyaliev, M. Sydykbaeva are also practiced. And, doctoral dissertations in the elementary grades of A. Akunova, B. Chokosheva were defended and offered to practice. The research and work of the Honored Teacher of the Kyrgyz Republic, Candidate of Pedagogical Sciences, Professor Karatai Sartbaev, as a scientist who invested a lot of work in science in teaching methods in the 60-90s, are distinguished. One can witness that the scientist's works are devoted to all areas of this problem.

It can be noted that the works of Karatai Sartbaev are devoted to the methodology of teaching the Kyrgyz language in primary grades. In general, the scientist's work is aimed at enriching the

student's speech through teaching parts of speech in primary grades. Considering the structure of some of the scientist's works, one can reveal the essence of the article.

Sartbaev Karatai is the author of several textbooks. His textbook "Baichechekei" (1974-1983); the textbook "October" (1975, 1981, 1987); Alippe (1986-1989); "Kyrgyz language" grade 3, published 12 times; "Kyrgyz language" grade 4 (1988-1991); "Native language" Grade 4, 1966, 5th edition; "Programs for teaching the Kyrgyz language in primary school" (1970,1978,1984,1986), Programs for secondary specialized and higher pedagogical educational institutions (1975, 1980) were published in the publishing house. His textbooks, several times published in the publishing house "Mektep", have been successfully used at school for several years.

Scientific-pedagogical, scientific-methodical works are 200 printed forms, the total circulation of textbooks is 1,100,800 copies.

The first work of Karatai Sartbaev, in the fundamental work "Methods of teaching the Kyrgyz language in primary school", published in 1965. The same work was supplemented in a subsequent edition (State standard of subject education in schools of the Kyrgyz Republic, 2006).

"Methods of teaching grammar" was developed by K. Sartbaev. Content of the work: the purpose of teaching grammar at school, the basics of the method of teaching grammar, the order of the structure of the program on the subject of grammar, placement of grammar and spelling materials in primary grades, visibility in teaching grammar, the place of the book in teaching grammar, enrichment of students' speech in connection with teaching grammar, the course of teaching grammar materials. Methods for teaching grammatical analysis have been developed and proposed. In the above materials on teaching grammar, at the very beginning, the theoretical content of each topic is analyzed, then samples of its practical lessons are deeply and meaningfully developed.

Discussion

From the works of the scientist, one can note the methodological instruction devoted to teaching stylistics, which is also a valuable instruction for teachers. In the enrichment of the oral and written speech of primary school students, in the learning process, the following types of errors are encountered on the part of speech. As some of them, the following can be noted: speaking with a local dialectical peculiarity, admitting defects in pronunciation and spelling of some words and mistakes made from non-observance of the norm of literary speech, errors in punctuation due to improper observance of spelling rules, mistakes made due to for misusing words. In addition to these, it is possible to show the mistakes made due to the non-use of a certain sequence in the presentation of thoughts and mistakes on the part of stylistics.

Stylistic mistakes, in the majority, are made in oral speech and in written statements and essays of students. Here, students make many mistakes in the correct composition of the sentence, inappropriate use of words, in the sequential connection of words, in the unnecessary, inappropriate use of one or another word in the sequence of speech. One can agree with the opinion of the scientist that the teacher should not limit himself only to correcting spelling and punctuation errors when checking students' written works, but also pay attention to the stylistic mistakes of students and eliminate them (Sartbaev, 2013).

By correcting a stylistic error, according to the scientist, beautiful speech of students, logical consistency, and expressiveness of thought will be achieved. So, we can note the importance of implementing this scientist's opinion, applying it to stylistic mistakes at all stages of the lesson.

It is worth noting the work of the scientist on the method of teaching spelling rules in primary grades. The manual is composed of two books. The first part is devoted to the history of spelling. The second part of the teaching aid is devoted to improving the speech and spelling literacy of students, in connection with the teaching of phonetic materials of the Kyrgyz language in primary grades. Improving the spelling literacy of primary school students is difficult and difficult. When teaching the native language, while improving the spelling literacy of students, it is necessary not only to force them to learn grammatical rules and definitions, but also to use them in practice in oral and written speech.

It can be noted that by teaching the native language, one can confidently increase the level of spelling literacy of students.

Conclusions

Although spelling in primary grades is not taught as a separate topic, its rules apply in every lesson. Since spelling is a graphical form of written speech, it is closely related to the laws of the native language. To increase the spelling literacy of students, to achieve error-free and correct spelling of words in their native language, special attention is paid to the development of their oral and written speech, enrichment of vocabulary, a clear understanding of the meaning of a given word, to thinking with attention to the features of oral and written expression of words. Because the richer the vocabulary of the students, the words are used correctly and appropriately, the wider the opportunity is revealed to speak competently and write.

According to the scientist, teaching spelling rules in accordance with the topic and the structural meaning of teaching materials is valuable. The work shows that spelling training is carried out at all stages of literacy training, i.e., starting with the difference between sound and letter, it is an active form of educational material used in each lesson. The fact that by teaching spelling, pure, beautiful and error-free writing, a student can form oral and written culture, is realized through the content of the work (Sartbaev, 2013). The works of the scientist dedicated to the elementary grades were published in a 10-volume collection (Sartbaev, 2013). The work of the scientist, applied in school practice, supplemented by school teachers, graduate students, undergraduates.

The scientist researched and proposed to school practice, theoretical and practical values of the following problems.

1. History of teaching spelling in primary grades and questions of its application.
2. Theory and practice of teaching morphological materials in primary grades.
3. The system of teaching parts of speech.
4. Methods of conducting oral and written work in primary grades.
5. System of teaching stylistic materials in primary grades.
6. Methodology for the formation of a beautiful handwriting of students in primary grades.

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