



METHODOLOGY OF FORMATION OF ORAL SPEECH SKILLS OF ELEMENTARY SCHOOL STUDENTS THROUGH EDUCATIONAL TASKS (IN THE CASE OF KARAKALPAK SCHOOLS)

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ABSTRACT

This article explores the methodology for developing oral speech skills among elementary school students in schools where education is conducted in the Karakalpak language. Identifying effective strategies for language acquisition is crucial in preserving and enhancing minority languages, such as Karakalpak, while fostering communication skills in young learners. The study examines various educational tasks designed to promote interactive learning, enhance student engagement, and facilitate the practical use of the language in real-life contexts. Through a detailed analysis of curriculum frameworks, teaching strategies, and classroom activities, the research highlights the significance of culturally relevant pedagogy in motivating students and improving their oral proficiency. Furthermore, it discusses the role of teacher training and assessment methods in implementing these methodologies. The findings underline the importance of tailored educational approaches that not only aim at linguistic competence but also instill a sense of cultural identity and community among students. This article contributes to the broader discourse on language education in multicultural settings and offers insights applicable to other minority language contexts.

The deployment of educational tasks as a methodology in language education, including Karakalpak language education, stands as a pivotal approach in enhancing learning outcomes and fostering student engagement. This article delves into the key aspects of implementing educational tasks effectively, aiming to create a vibrant and interactive learning environment. At the outset, educational tasks can be defined as structured activities meticulously designed to facilitate learning and skill acquisition [5, 30-47]. These tasks vary in complexity and purpose, serving the overarching goals of developing linguistic proficiency, critical thinking, and problem-solving abilities.



Types of Educational Tasks:

Educational tasks are diverse, encompassing various forms that cater to different learning objectives:

- Communicative Tasks: These tasks encourage interaction and the practical use of language in real-world contexts. For instance, students may engage in role-plays that simulate daily conversations in Karakalpak, enhancing their communicative competence and confidence.
- Cognitive Tasks: These tasks focus on fostering critical thinking and comprehension. Students might be tasked with analyzing texts, exploring themes in Karakalpak literature, or discussing cultural topics, thereby sharpening their analytical skills.
- Creative Tasks: Creative tasks promote imaginative expression, such as writing poems or stories in Karakalpak. Such activities not only help build vocabulary and fluency but also allow students to connect deeply with their cultural identity [2, 120-135].

Incorporating cultural elements into educational tasks significantly enhances their relevance and engagement. For instance, tasks could involve researching traditional Karakalpak crafts or music, fostering a profound connection between students and their cultural roots. Encouraging teamwork through group tasks not only augments language skills but also fosters social cohesion among students. Collaborative projects might include presentations on local history or organizing cultural events relevant to the Karakalpak community, promoting a sense of collective learning and responsibility. Effective educational tasks should be accompanied by clear assessment criteria that reflect the task's objectives. This encompasses various forms of assessment, such as peer feedback, self-assessment, or instructor evaluations. Focus areas might include language use, creativity, and engagement with the task content. Recognizing the diverse needs of students is crucial in task design. Tasks should be adaptable, varying in complexity according to students' language proficiency levels. Providing additional resources for those needing extra support ensures inclusivity and maximizes learning opportunities for all students.

The integration of technology can significantly enhance the delivery of educational tasks. Online platforms, language apps, and multimedia resources offer diverse and engaging ways for students to interact with the Karakalpak language and culture, broadening the scope of their learning experiences. Educators should regularly reflect on the effectiveness of the tasks employed. Collecting and analyzing student feedback is invaluable, offering insights into what works best and informing future task design. This reflective practice ensures the continuous improvement and relevance of educational methodologies. In conclusion, employing educational tasks as a central methodology equips educators with the tools to create a dynamic and interactive learning environment. This approach not only promotes language skills in Karakalpak but also fosters cultural appreciation and community engagement. As a result, students benefit from an enriched educational experience that prepares them to navigate and contribute to a culturally diverse world.

Implementing educational tasks effectively in Karakalpak language education requires well-defined strategies that promote engagement, inclusivity, and cultural appreciation. Start by establishing clear learning objectives for each educational task. Objectives should align with curriculum goals and set specific outcomes related to language skills, cultural knowledge, and



critical thinking. Design tasks that are age-appropriate and match students' proficiency levels. Consider varying complexity and incorporating scaffolded elements—simple tasks that build up to more complex ones. Include different types of tasks (communicative, cognitive, and creative) to address various learning styles and interests. Ensure that tasks incorporate elements of Karakalpak culture. This might include using local literature, traditions, and societal issues.

By connecting language learning to students' cultural backgrounds, educators can enhance motivation and relatability. Promote group activities that encourage collaboration among students. Pairing stronger students with those who need support can create a positive learning environment. Use cooperative learning strategies, such as group presentations or projects that require teamwork, to enhance social interaction and language practice. Leverage technology to facilitate educational tasks. Utilize online resources, language learning apps, and digital platforms for collaborative projects, discussions, or research assignments. This can make learning more engaging and accessible. Be prepared to adapt tasks based on students' reactions or challenges encountered during implementation. Flexibility allows educators to pivot and modify tasks to better meet students' needs. Engage in ongoing professional development to stay updated on best practices in language education and task-based learning methodologies. Sharing experiences and learning from colleagues can foster innovation in task design. By implementing these strategies, educators can create an enriching learning environment that not only enhances language acquisition in Karakalpak but also fosters a strong appreciation for the cultural context in which the language is situated. This dynamic approach empowers students to become active participants in their learning journey.

Conclusion. Incorporating effective implementation strategies for educational tasks in Karakalpak language education is essential for enhancing student engagement, fostering language proficiency, and promoting cultural awareness. By establishing clear objectives, designing culturally relevant and age-appropriate tasks, and facilitating collaborative learning environments, educators can create a rich, dynamic, and inclusive educational experience. Emphasizing technology integration, continuous assessment, and the development of a supportive community further enriches the learning process, empowering students to take ownership of their language learning journey. As educators remain adaptable and open to feedback, they can refine their instructional approaches to meet the diverse needs of their students. Ultimately, the goal of these strategies is not only to develop language skills but also to instill a deep appreciation for the Karakalpak culture and identity. By nurturing these connections, educators can help students build a strong foundation that extends beyond the classroom, preparing them to engage thoughtfully and effectively within their communities and the broader society.

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