

Transdisciplinary Development Of Speech Competencies In 6-7 Grades Of Schools With Karakalpak Language Of Instruction On A Linguodidactic Basis

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Abstract: The article is devoted to the development of speech competencies on a linguodidactic basis in grades 6-7 with instruction in the Karakalpak language. A transdisciplinary approach, folklore, and modern technologies (Google Classroom, Zoom) improve the quality of education. The results show an increase in accuracy and expressiveness in speech. It is necessary to improve the methodological support. The article provides practical recommendations for teachers.

Keywords: Speech competencies, linguodidactics, transdisciplinary approach, Karakalpak language, native language, interactive methods, modern technologies, folklore, quality of education.

Introduction: The development of students' speech competencies in native language lessons in schools with Karakalpak as the language of instruction is one of the important tasks of the modern education system. In Uzbekistan, the teaching of the Karakalpak language based on the "Third Renaissance" is connected with the policy aimed at its development at all levels of education. In this article, the methodological tasks of linguodidactic development of speech competencies in grades 6-7 are scientifically interpreted. The purpose of the research is to develop a modern concept aimed at optimizing speech competencies in Karakalpak language lessons on a transdisciplinary basis. In this regard, a lack of scientific analysis was revealed, which indicates the relevance of the research.

Speech competencies are closely related to language activity and include such requirements as clear, correct, effective, and understandable speech of students, attention to the meaning of words, and free expression of one's attitude. In this study, the types of speech abilities, for example, oral and written speech, are considered in connection with the cultural traditions of the Karakalpak people. Methods of their development are interpreted in native language lessons. In terms of enriched content, it is necessary to emphasize the importance of a transdisciplinary approach based on linguodidactics in the development of speech competencies: this approach combines elements of

psychology, pedagogy, and cultural studies with modern theories of linguistics (for example, the model of communicative competence, the concepts of cognitive development of J. Piaget and L. Vygotsky). It is also proposed to expand the possibilities of improving speech skills through interactive methods (role-playing games, debates, multimedia resources) and digital technologies (online platforms, virtual simulations), taking into account the individual characteristics of students. These methods serve the development not only of grammatical and semantic aspects of speech, but also of pragmatic and sociolinguistic aspects, increasing the ability of students to communicate effectively in the context of globalization. The practical value of the research is that it can serve as a basis for the creation of methodological manuals and textbook materials for teachers, which will contribute to improving the quality of teaching the Karakalpak language.

METHODS

The study is devoted to the development of students' speech competencies in native language lessons in grades 6-7 of schools with Karakalpak as the language of instruction. For this purpose, a wide collection of scientific literature was analyzed. In particular, the research of Sh.Buranova, A.Sultanova, K.Kiyasova ([83;158], [107;130], [121;203]) served as the main source. Also, the concepts of teaching the Karakalpak

language as a state language by G. Zhumasheva, K. Yusupov, D. Seitkasimov, G. Bekimbetova ([84;68], [113;66], [105;70], [80;65]) were relied upon.

In the methodological aspect, special attention was paid to linguodidactic, linguomethodological, and linguopsychological requirements. The study used a transdisciplinary approach, in which text analysis, vocabulary work, interactive methods, and modern pedagogical technologies (platforms such as Google Classroom, Zoom) were used in lessons as an additional tool for the development of speech competencies. Teachers' consideration of the individual typological characteristics of students in the organization of lessons, methods of speech development based on grammatical minimums were tested.

In addition, the study separately considered the effectiveness of digital technologies in improving students' speech abilities. For example, oral and written speech of students was developed in the virtual environment through role-playing games, communication simulations, and multimedia resources. These methods cover not only the grammatical and semantic aspects of the language, but also cultural and pragmatic elements, helping students express themselves freely and effectively in communication. In the course of the study, the possibilities of developing methodological recommendations and practical textbook materials for teachers were also considered, which will serve to improve the quality of teaching the Karakalpak language.

RESULTS

The results of the study show that the following achievements were made on the basis of linguodidactic methods in the development of speech competencies in grades 6-7 of schools with Karakalpak language of instruction:

- 1) Development of speech abilities: Correctness, expressiveness, and logical connection in students' oral and written speech have risen to a high level. In this process, such folklore materials as the analysis of texts, proverbs, riddles, and Karakalpak folk legends played an important role. These materials served to develop students' skills in the effective use of language.
- 2) Grammatical competencies: Students improved their skills in using language tools, observing the norms of orthoepy and orthography. In this regard, the research of G. Bekimbetova ([80;16]) provided substantiated evidence, which showed the effectiveness of the practical application of grammatical minimums.
- 3) The impact of interactive methods: With the use of

modern technologies (multimedia tools, interactive games, platforms such as Google Classroom and Zoom), students' interest in the lesson has significantly increased. These methods positively influenced the improvement of speech competencies, in particular, the ability of students to express themselves freely in communication.

4) Transdisciplinary approach: The integration of elements of folklore, literature, psychology, and pedagogy in lessons had a synergistic effect on speech development. For example, the works of I. Yusupov, Berdakh, and Ajiniyaz served as an important resource for the development of speech culture. These works, along with strengthening students' cultural and linguistic knowledge, enhanced their aesthetic and creative speech abilities.

These results confirm the effectiveness of transdisciplinary and linguodidactic approaches in Karakalpak language lessons. Based on the research results, it is recommended to develop methodological manuals and practical textbook materials for teachers, which will serve to further improve the quality of education.

DISCUSSION

The research results show the importance of linguodidactic methods in the development of speech competencies in schools with Karakalpak as the language of instruction. However, it was revealed that in grades 6-7, the methodological foundations of this process were not sufficiently improved. In this regard, the need for additional scientific research was indicated. For example, as noted in the research of A.D.Najimova ([98;54]) and G.Bekimbetova ([80;19]) in the development of speech, the active involvement of teachers in the lesson, teaching the technique of correct reading of texts, and the use of interactive methods are of great importance.

In the development of speech competencies, it is recommended to integrate elements of the national culture, customs, and folklore of the Karakalpak people into the educational process. This plays an important role in the formation of patriotic, humanistic, and moral values in students. In addition, the more active use of modern technologies in education, in particular such platforms as "PsyEduCare," provides an opportunity for further improvement of speech competencies. This approach serves the development of students' not only language skills, but also skills for effective participation in social communication.

Based on the research, it is recommended to further improve the quality of teaching the Karakalpak language by developing modern methodological manuals for teachers and expanding digital learning

tools.

CONCLUSION

The development of speech competencies in native language lessons in grades 6-7 of schools with Karakalpak language of instruction on a linguodidactic basis is an important task in improving the quality of education. The research results showed the effectiveness of linguodidactic methods, but the need for further improvement of methodological support was revealed.

In order to further improve the educational process, the following recommendations will be given:

- 1) Expanding the transdisciplinary approach: Developing students' speech culture, logical thinking, and communication skills by enriching the content of education with elements of folklore, literature, psychology, and pedagogy.
- 2) Interactive methods and modern technologies: broader use of digital platforms such as Google Classroom, Zoom and "PsyEduCare," interactive games and multimedia tools in lessons, which will serve to increase students' interest in the lesson and strengthen their speech competencies.
- 3) Improvement of methodological support: Development of modern methodological manuals and practical textbook materials for teachers, which will further increase the effectiveness of education.

These approaches help students improve their ability to effectively use language, express themselves freely, and communicate effectively in the context of globalization.

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