

MAIN PRINCIPLES AND PEDAGOGICAL CONDITIONS OF TEACHING TURKISH BASED ON AN INTEGRATIVE APPROACH

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Abstract:

This article analyzes the essence, basic principles and effective pedagogical conditions of the integrative approach to teaching Turkish. The integrative approach involves the formation of speech competencies, cultural and communicative skills in the teaching of foreign languages as a whole. Also, the methodological tools, teaching methods and pedagogical conditions necessary for organizing the teaching process based on the integrative approach are determined.

Keywords: Turkish language teaching, pedagogical conditions, language learning principles, speech competence, communicative skills, cultural competence, interactive methods.

Today, due to the process of globalization and the rapid development of information technologies, the demand for knowledge of foreign languages is increasing. An integrative approach is gaining importance in the process of effective teaching and learning of a foreign language. An integrative approach in foreign language education covers not only language, but also its cultural, social and communicative aspects.

An integrative approach is an approach to teaching a foreign language aimed at connecting language knowledge with various disciplines and areas, developing complex thinking, creativity and readiness for communication in students. Through this approach, along with language skills, cultural and social competencies are also formed in students [1].

Integrated education is a comprehensive approach aimed at ensuring interdisciplinary, intercultural and communicative connections in the teaching and learning process, which is based on the following basic principles [5]:

The principle of interdisciplinary connection

- Ensuring the interconnection between different disciplines (e.g. language, literature, history, culture, geography);
- Using knowledge and skills acquired from other disciplines in the process of language teaching.

The principle of intercultural dialogue and integration

- To develop students' ability to understand the culture, traditions, and values of other peoples through foreign language teaching;
- To teach culture along with language.

The principle of communicative orientation

- Focusing the language teaching process on developing practical communication skills;
- Preparing students to use the language in real-life situations.

The principle of unity of purpose and tasks

- In the language teaching process, all components (grammar, vocabulary, speech) should be directed towards a single goal - the development of communication skills.

The principle of practical orientation and proximity to life

- Adapting language teaching to real-life situations, preparing students for future professional and social activities.

The principle of active and independent learning

- Ensure active participation of students, develop independent thinking and creative approach skills.

The principle of individual and differentiated approach

- Teaching by taking into account the needs, interests, and level of preparation of each student.

The following main principles of an integrated approach to teaching Turkish can be distinguished:

Integration of language skills: developing all the main aspects of the language - speaking, listening, reading and writing - simultaneously.

Contextuality: learning the language in real contexts and situations in order to better understand and apply knowledge.

Linking language to culture: understanding the relationship between language and culture, studying cultural norms and traditions for a deeper understanding of the language.

Systematicity: Taking into account all levels of language (vocabulary, grammar, phonetics, pragmatics) and their relationships in the learning process.

Activation of cognitive activity: Involving students in active participation in the learning process through discussions, role-playing and solving communicative problems.

Use of technology: Integrating multimedia resources, online platforms and digital tools to improve interaction and motivation.

Learner-centered approach: Adapting content and teaching methods to the level, interests and goals of students.

Continuity and consistency: Gradually complicating the material, repeating and reinforcing what has been learned to form sustainable skills.

These principles ensure a harmonious and effective learning of the Turkish language. The following pedagogical conditions are considered important for ensuring the effectiveness of integrated education [4]:

1. Development of curricula and plans based on interdisciplinary connections;
 - Inclusion of topics related to other subjects in the process of teaching Turkish (historical, cultural, social and economic topics).
2. Materials and tasks aimed at the formation of intercultural competence;
 - Preparation of exercises, scenarios, dialogues with cultural and social content related to communication in Turkish.
3. Use of practical exercises and interactive methods to create communicative situations;
 - Role-playing games, problem situations, debates, organizing team projects.
4. Using modern information and communication technologies (ICT);
 - Using multimedia, online platforms and mobile applications in teaching the Turkish language;
 - Creating a language environment through video and audio materials.
5. Improving the skills of teachers who ensure interdisciplinary and intercultural integration;
 - Training teachers in teaching methods based on an integrative approach, advanced training courses.
6. Formation of competencies necessary for professional activity;

– Specialized tasks for the use of Turkish in professional fields (business, tourism, education, economics).

7. Development of criteria suitable for an integrative approach to assessing student performance;

– A system for accurate assessment of students' speech, social, cultural and communicative competencies.

In addition, the main pedagogical conditions for integrated education in Turkish language teaching include the following aspects:

Creating a comfortable learning environment. Organizing a learning space that encourages interaction and cooperation. Using multimedia and interactive tools to increase participation.

Motivation and an individual approach. Taking into account the personal goals, interests and abilities of students. Motivation through culturally relevant topics, games and relevant problems.

Integration of language and meta-subject competencies. Combining language teaching with the study of other subjects related to Turkish culture, such as history, literature and geography. Developing critical thinking and independent information search skills.

Communicative focus of the training. Using practical situations to develop communication skills. Organizing pair and group work, dialogue and role-playing games.

Supporting multiculturalism and tolerance. Introducing materials reflecting the diversity of Turkish culture. Discussing cultural differences to build respect for other cultures.

Using modern technologies. Introducing online platforms, mobile applications, interactive whiteboards and other technologies. Creating digital projects related to language learning.

Continuous feedback and reflection. Regularly analyzing student success and providing feedback on development. Encouraging self-control and self-esteem in students.

Qualifications of a professor-teacher. Possession of high-level professional knowledge and integrated teaching methods. Flexibility in approach and readiness to use creative methods.

The correct and purposeful application of the principles and pedagogical conditions of integrated education in the process of teaching the Turkish

language allows developing not only language knowledge, but also complex competencies in students - communication, culture, social and professional skills.

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