



# International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

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IJIEMR Transactions, online available on 28th April 2021.

Link: <https://ijiemr.org/downloads/Volume-10/Issue-4>

**DOI: 10.48047/IJIEMR/V10/I04/94**

Title: **EFFECTIVE IMPLEMENTATION OF PEDAGOGICAL CONDITIONS IN THE STUDY OF THE DIALECT SYSTEM**

Volume 10, Issue 04, Pages: 462-466

Paper Authors:

**Musurmankulova Madina Nasirovna<sup>1</sup>, Yakubova Mavluda Ashurovna<sup>2</sup>**



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## EFFECTIVE IMPLEMENTATION OF PEDAGOGICAL CONDITIONS IN THE STUDY OF THE DIALECT SYSTEM

**Musurmankulova Madina Nasirovna<sup>1</sup>, Yakubova Mavluda Ashurovna<sup>2</sup>**  
Teacher of Russian at the Denau Institute of Entrepreneurship and Pedagogy,  
independent applicant<sup>1</sup>  
Russian language teacher Denau Institute of Entrepreneurship and Pedagogy<sup>2</sup>

**Abstract:** This article is devoted to the implementation of pedagogical conditions for the development and improvement of comparative – dialectological competence. Russian Russian and Uzbek dialectology formation, analyzes dialect units that reflect cultural heritages and concludes that Russian and Uzbek dialects reflect a more cultural tradition about the people.

**Keywords:** tradition, culture, dialectology, comparison, analysis, unit.

### Introduction

“Currently, we still have a lot to do to strengthen the material and technical base of educational institutions, improve the skills of teachers, strengthen scientific and pedagogical cooperation with leading educational centers abroad, introduce modern educational and information technologies, and new teaching methods. We are well aware that there are urgent tasks and are constantly working on their solution” [1, p.448].

The "concept of development of the higher education system of the Republic of Uzbekistan until 2030 "defines that" improving the quality of training of highly qualified personnel, developing human capital based on the requirements of the labor market for modernization and stable socio-economic development of the country" [2, p.7]. The democratization processes of modern society stimulate the need to master effective communicative behavior [A.Vorobyova. Conditions for achieving the communicative duality of rhetorical discourse. American Journal of Science and Technologies, p.441-447]. Communicative behavior is not only determined in the modern environment, but even in remote areas [17, p.74].

“In the process of today's globalization, huge reforms are being carried out in the education system of our country. In particular, in order to further strengthen the material and technical base of the system of continuing education, the introduction of mechanisms for

continuous updating of professional knowledge, skills and abilities of teachers, the system of professional development, retraining and advanced training of teachers in accordance with international requirements ...”[11, p. 176].

All natural languages existing in the world have national borders, so one of the main ones in modern linguistics is the concept of a national (national) language, which is the language of a particular people in the aggregate of all its inherent features that determine it as such and differentiate it from other languages [10, p.416]. The study of dialect as a territorial concept of language has always been one of the most pressing issues in Russian and Uzbek dialectology. Philologists show an individual interest in the study of dialects of a language in a comparative aspect, namely, in each language, all the necessary dialect changes that characterize the linguistic individuality take place.

The effectiveness of the existence of the developed methodological system will be ensured by the presence of a number of pedagogical conditions that determine the circumstances in which professional activity takes place. These factors contribute to or hinder the functioning of the methodological system. The condition is the relation of the object to the phenomena surrounding it.

### The main part.

The development of modern society, natural science, electronic and computer technology, with an ever-expanding scope of its

use, interconnected with changes in vital areas of society, including the economy, social structure, politics, science, culture and everyday life of people, requires the training of young professionals who are able to meaningfully relate to what they do, freely and intelligently navigate the surrounding contradictory, constantly changing, updated reality, find extraordinary solutions, dialectically think.

Studying the dialect system in a comparative aspect in different languages makes it possible, as mentioned above, to realize the highest value of oral folklore by two peoples and two nations [17, p.74].

Learning is a common phenomenon in people's lives. From the moment of birth, a person learns to change their behavior depending on the results of their activities in the external environment. Even more important is the assimilation of the socio-historical experience of humanity, which is accumulated in the tools and means of production, language, cognitive systems and forms the basis of the values and norms governing human cooperation and their social relations.

Training provides vital activity not only for the individual, but also for the functioning of the entire society, its ability to improve and develop. The study, borrowing and transmission of information necessary for society is carried out both in the process of involuntary and in the process of purposeful learning. Aristotle wrote: "The search is of four kinds: "what", "why", "whether" and "what is" (16, p.315).

Dialect, according to L. Weisgerber, is the linguistic development of native places, since it turns a specific existential space into a spiritual homeland. The means of the dialect extend to what is available to its speakers in direct experience: the dialect and the real life of the village, the spatial and spiritual sphere accessible to all, largely coincide, while the dialect itself acts as a special language of locally related ancestral occupations of the inhabitant of this territory. It is the ways of seeing and judging that operate in this existential community that, in their dialectal

expression, even to the frozen phrases and proverbs, acquire vital meaning and effectiveness in the most direct sense of the word [6, p.13]. "...at the same time, it is necessary to deeply study the features of the Uzbek language and its dialects, issues related to its history and development prospects, to increase the effectiveness of specialized scientific research, to radically improve the quality of training" [Shavkat Mirziyoyev, Газета.uz.].

As you know, in the second half of the XIX century, Central Asia was conquered by the Russian Empire. At the beginning of the twentieth century, Turkistan joined the Soviet Union. Russian researchers, who publish numerous bilingual dictionaries, are engaged in the study of the local languages of Central Asia during this period. According to the historian B.V.Lunin, the tsarist Empire uses the term "sart" in relation to the settled people of Central Asia, and uses the term "Uzbek" to refer to semi-nomadic tribes [8, p.262.].

We know that in remote areas there are still dialects, dialect systems, folklore. Improving the system of comparative dialect competence of the Russian and Uzbek languages at present can give a methodical direction to students from the national group [17, p.74].

Uzbek dialectology flourished in the second half of the 20th century, when numerous field studies were conducted, dialect materials were recorded, and monographs on the study of individual dialects were published. The Institute of Language and Literature of the Academy of Sciences of the Republic of Uzbekistan had a department of dialectology, which was engaged in the collection and analysis of dialectological materials. Special mention should be made of the works of F.Abdullayeva, V.Reshetova, Sh. Shoabdurakhmanova, A.Ishaeva, B.Juraeva, etc. [5]. Complex Uzbek concepts also exist in the system of Uzbek dialectisms. In a comparative aspect, it is possible to create a system of dialectological competence [17. 75 p.]

Comparatively – dialectological competence is interconnected with both linguistic and communicative competence. The main direction of sociolinguistics [17, 75 p.]

Russian and Uzbek dialect systems If you look at the dialect system of the Russian and Uzbek languages in a comparative aspect, you can determine that there is a specific dialect system in the Russian and Uzbek languages. For example: Native speakers of literary Uzbek and native speakers of Uzbek dialects not only use the language differently, but also implement their ideas about the world around them in different ways. For example, the same concept of "to wash" (a synonym for "to celebrate") in different dialects of the Uzbek language is transmitted by different words, which is associated with their centuries-old history, way of life and peculiar thinking. Representatives of the Khorezm region convey it using the verb "zhyshmok". "Zhyshasanmi? they ask. The word "zhyshmok" in the literary language has the following meanings: 1. boil, boil, rage; 2. get excited, get excited, get excited [8, p.157]. Modern dialectology distinguishes the following types of dialectisms: a) grammatical dialectisms – words that have grammatical characteristics different from the literary language, manifested in a different declension, the special formation of the forms of parts of speech, the transition from one grammatical gender to another, etc.: мимо избе (instead мимо избы), in the степе (instead of в степи), широкие степя (instead of широкие степи), слабше (instead of слабее). The whole face has become so blue (I.Bunin). (Вся лицо так вроде как голубая стала (И.Бунин) [17, 75 p.]. In order to study the dialect system of the two peoples at a competent level, it is necessary to create pedagogical conditions in this system. What are the concepts of "pedagogical condition"?

All natural languages existing in the world have national boundaries, therefore, one of the main ones in modern linguistics is the concept of a national (nationwide) language, which is the language of a particular nation in the aggregate of all its inherent features that condition it as such and differentiate it from

other languages [Mistyuk T.L., Zaeskova S.V., Tum E.A., Some aspects of modern dialectology in the course "Russian language and culture of speech". p.416-422.] Dialectism can be interpreted as a word used only in a certain territory within the boundaries of any dialect and absent in another dialect and in the literary language [17, 75 p.].

The pedagogical system can function and develop successfully only if certain conditions are met. A specific feature of the concept of "pedagogical conditions" is that it includes elements of all components of the process of teaching and upbringing: goals, content, methods, forms, and means.

Pedagogical conditions are "the circumstances of the learning process that are the result of purposeful selection, construction and application of content elements, methods, as well as organizational forms of learning to achieve certain didactic goals" [4, p.568.].

Study and analysis of the results of numerous scientific and educational research shows that in the theory and practice of pedagogical science there are different types of pedagogical conditions: organizational-pedagogical (they are such scientists as V.A.Belikov, E.Kozyrev, S.N.Pavlov, A.V.Crickets and several others.); psycho-pedagogical (indicated in the writings of N.V.Zhuravskaya, A.V.Krugle, A.V. Lysenko, A.O.Malykhina and other); didactic conditions (they are considered by M.V.Rutkovskaya et al.) [14, p. 1].

The pedagogical condition is the use of information computer technologies in the process of studying special disciplines. It is possible to identify a theoretically justified set of pedagogical conditions for the formation of comparative-dialectological competence in students. The first pedagogical condition is to determine the structure of the goals of teaching the Russian language, taking into account the essence and content of comparative-dialectological competence. The academic disciplines "History of the Russian Language and Dialectology" and "O'zbek shevashunosligi" formulate a comprehensive didactic goal - the formation of communicative

and dialectological competence in the field of the educational system.

Future teachers of the Russian language who have studied these disciplines in a comparative aspect should have comparative-dialectological competence. Language competence, speech competence and socio-cultural competence are the main components of comparative-dialectological competence. The formation of each of these competencies can be defined as developmental learning goals.

The developing didactic goal of teaching comparative-dialectological competence or competence is the formation of sociolinguistic competence. Knowledge of the dialectological system of the language in the field of phonetics, grammar and vocabulary and the rules of operating with language means in the process of speech activity.

Competence – these are some issues in which a person is knowledgeable, has knowledge and certain experience. You can divide the concept of competence into linguistic, communicative [17, 74 p.]

### Conclusion.

It can be said that taking into account the complex, developing and didactic goals, the content of teaching comparative-dialectological competence is divided into three types: the types of formation of language, speech and socio-cultural competence. It can be concluded that in the dialectic system, two languages distinguish phonetic, lexical, and morphological dialects [17, 75 p.].

S.N.Pavlov recognizes the need to include in the concept of "pedagogical conditions" a set of objective opportunities for teaching and educating people, organizational forms and material capabilities [15, p.14]. It can be concluded that the pedagogical conditions identified by us serve to effectively implement and improve the comparative-dialectological competence of future teachers by studying the dialect system of the two peoples.

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# International Journal for Innovative Engineering and Management Research

*A Peer Reviewed Open Access International Journal*

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6.260| ISI I.F.Value:1.241 Journal DOI:  
10.36713/epra2016.ISSN: 2455-7838  
(Online).74-76 p.