

CREATION OF AN INTEGRATED LEARNING ENVIRONMENT IN KARAKALPAK LANGUAGE LESSONS USING MODERN INFORMATION TECHNOLOGIES

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Abstract: This article examines the theoretical and practical foundations for creating an integrated learning environment in Karakalpak language lessons using modern information technologies. It analyzes the potential of digital tools, multimedia platforms, and interactive teaching methods in developing students' linguistic competence. Particular attention is paid to the specifics of the bilingual educational environment in the Republic of Karakalpakstan and the changing nature of students' speech practices under the influence of digital communication. Based on theoretical and analytical research, a methodological model for integrating digital educational resources into the teaching of the Karakalpak language is substantiated.

Key words: integrated learning environment, Karakalpak language, information technology, digital educational resources, interactive teaching methods, language competence, bilingual education.

The current stage of educational development is characterized by the active integration of information and communication technologies (ICT) into all aspects of the educational process. The digital transformation of education opens up new opportunities for improving learning effectiveness, individualizing educational pathways, and creating an integrated learning environment that fosters the comprehensive development of students.

In the Republic of Karakalpakstan, teaching the native language is particularly important in the context of preserving and developing national linguistic identity. Karakalpak, an agglutinative Turkic language, requires special

teaching methods that take into account its structural features and the specifics of the region's bilingual educational environment.

An integrated learning environment is a set of conditions, tools, and technologies that support a holistic educational process, seamlessly combining traditional and innovative teaching methods. In the context of language teaching, such an environment includes not only material and technical equipment but also methodological support, a system for interaction between participants in the educational process, and digital resources that facilitate the development of language skills.

The digital educational environment has a complex impact on the cognitive, communicative, and sociocultural aspects of language proficiency. Research shows that digital technologies, as a systemic factor in developing the language proficiency of students in comprehensive schools in the Republic of Karakalpakstan, contribute to the effective acquisition of language material and the development of communication skills.

Information technologies in language education perform a number of important functions:

Providing access to authentic language materials. Digital resources allow students to work with real-life speech samples, which is especially important when studying the phonetic features of a language.

Creating an interactive language environment. Multimedia technologies, interactive platforms, and mobile applications provide the opportunity for immersion in a language environment, which contributes to the more effective development of pronunciation skills and the development of listening comprehension skills.

Personalized learning. Digital tools allow for tailoring educational materials to the level and individual needs of each student, which is especially important in bilingual education settings.

Increased motivation. Interactive teaching methods—game-based assignments, project work, and the use of digital tools—help increase student engagement and develop communication skills.

The phonetics of the Karakalpak language—its pronunciation system, sound structure, accentual and intonational features—plays a crucial role in the educational process. Digital technologies, as modern teaching methods, provide significant assistance in language teaching.

Research shows the effectiveness of using the following digital tools in teaching Karakalpak language phonetics:

- Mobile applications for practicing pronunciation;
- Phonetic analysis programs that allow you to visualize the sound characteristics of speech;
- Interactive educational platforms that provide listening and imitation repetition opportunities.

The use of audiovisual teaching aids and digital educational platforms facilitates targeted phonetic training, the development of articulation skills, and the formation of auditory perception.

Interactive teaching methods play a special role in developing students' vocabulary skills in Karakalpak language lessons. Research confirms that game-based learning, role-playing, project-based work, and digital tools increase student engagement, improve retention, and develop communication skills.

Culturally relevant interactive learning leads to more meaningful and long-lasting vocabulary acquisition, better preparing students for real-world language use. In Karakalpak schools, where traditional memorization-based teaching methods often prove ineffective, interactive approaches offer more student-centered and engaging ways to enhance vocabulary proficiency.

Modern innovative methods of teaching the Karakalpak language in schools include an analysis of modern pedagogical technologies aimed at increasing

student motivation, developing communication skills, and preserving national linguistic identity.

Particular attention is paid to the role of:

- digital technologies as a means of creating an interactive educational environment;
- game methods that promote the natural acquisition of language material;
- project activities that develop research and communication skills;
- intercultural approaches that take into account the specifics of the bilingual educational environment.

Based on theoretical analysis and a summary of practical experience, a methodological model for integrating digital educational resources into the teaching of the Karakalpak language is proposed. The model includes the following components:

1. Target component

Formation of students' linguistic competence in the context of digital transformation of education;

Development of communication skills using modern technologies;

Preservation and development of the Karakalpak language as a means of national identity.

2. Substantive component

Integration of traditional and digital educational materials;

Use of authentic language resources;

Incorporation of elements of national culture into digital content.

3. Technological component

- Use of multimedia teaching aids;
- Use of interactive educational platforms;
- Implementation of mobile applications for language learning;

- Creation of electronic educational resources in the Karakalpak language.

4. Organizational and methodological component

Development of methodological recommendations for the use of ICT in Karakalpak language lessons;

Preparing teachers to work in a digital educational environment;

Creation of a system for assessing the effectiveness of using digital technologies .

Practical recommendations

Creation of an electronic database of educational materials in the Karakalpak language, including audio and video materials, interactive exercises and tests.

Using video lessons in the Karakalpak language for independent study of language and information technology.

Implementation of game and project-based learning methods using digital tools to increase student motivation.

Development of mobile applications for learning the Karakalpak language, taking into account its phonetic and grammatical features.

The organization of distance learning using information technology as a leading tool, which is especially relevant for remote schools in Karakalpakstan.

The creation of an integrated learning environment for Karakalpak language lessons using modern information technology is a pressing area for modernizing language education in the Republic of Karakalpakstan. The digital transformation of education opens up new opportunities for improving the effectiveness of native language teaching, developing students' communication skills, and preserving national linguistic identity in the context of globalization.

The proposed methodological model for integrating digital educational resources into the teaching of the Karakalpak language takes into account the specifics of the bilingual educational environment of the region and can serve as a basis for further research in the field of digital didactics of the native language.

Further research in this area could involve developing specialized software for studying the Karakalpak language, creating a new generation of electronic textbooks, and improving methods for training teachers to work in a digital educational environment.

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