



## Effectiveness of “Resume” Technology in Forming the Knowledge of Students

Berikbay Kozdibaevich Bekniyazov

Senior lecturer, PhD, Nukus State Pedagogical Institute named after Ajiniyaz, Uzbekistan

[bbekniyazov@gmail.com](mailto:bbekniyazov@gmail.com)

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### **Abstract**

The article is devoted to form a knowledge base for students based on writing technology “Resume” on the history of the Kazakh language. The basis of high-quality and comprehensive education of students is a comprehensive mastery of the subject, the ability to bring it to the mind of the student, the formation of creative thinking, the use of active teaching methods. The main goal of resume technology is to provide students with a quality and in-depth education. When using this technology, the activity, thinking and memory of students are systematically developed. The presentation of educational material in the direction of a single collective growth develops the student’s interest in the subject, creative abilities, and serves to increase cognitive activity.

**Keywords:** *Graphics; Language History; Alphabet; Writing Reform; Resume Technology; Innovation; Method; Education; Analysis*

### **Introduction**

Ensuring comprehensive education of students, providing education and teaching based on new pedagogical technologies is one of the main issues on the agenda of modern educational institutions. Today, the concept of pedagogical technology has firmly entered the field of education. We will be able to achieve our goal if we effectively use interactive teaching methods used in pedagogical technology. Together, we can encourage students to seek mutual interaction, develop group reflection, form collective collaboration, and develop self-reflection. In general, the main conditions for interactive learning are community and competition.

The creative abilities of the student develop through his thinking and practical actions. The lessons that teach you to think are the lessons of using new technologies. In this case, the teacher is an interpreter of ready-made knowledge, not an observer, not an appraiser, but an initiator of collective activity that organizes cognitive activity. Only such teaching can open the eyes of the student’s intellect and develop creative abilities. New methods are a means of solving educational problems. The student will develop the following active skills. To be able to identify problems, contribute to the overall solution of the group, formulate their own thoughts, take responsibility, respect the thoughts and opinions of colleagues, listen, compare and explore. Allows to study the topic scientifically.

**Methodology.** Collection, sorting, analysis of scientific papers with theoretical, scientific and methodological literature, experience of innovative teachers, application of testing methods, presentation of the results of original works etc.

### **Results and Discussions**

Resume technology is one of the technologies aimed at shaping the education of students, developing their cognitive abilities, free expression of their opinions and generalization of their thoughts. Resume technology can be used in practical exercises individually or in small groups to work on a topic, as a homework assignment. This technology teaches students to think freely and critically, to search in a team, in a group, to systematically track their opinion, to be able to draw the right conclusions.

“This technology is aimed at studying complex, multidisciplinary, problematic topics as much as possible. The essence of the technology is that it provides information on different branches of the subject in one way. At the moment, each of them is discussed from separate points. For example, positive and negative sides, advantages and disadvantages, benefits and harms are determined [Innovative technologies in education. Ishmuhammedov R., Abdukadirov A., Pardaev A. Tashkent–2008. – p. 36].

In my experience, I use this technology in the subject “History of Language” to study the topic “Latin script”, the transition of the Turkic-speaking republics to the Latin script (July 29, 1929) and to clarify the knowledge gained as homework.

Kazakh written graphics have always experienced dynamic development. Accordingly, the level of orthographic development has often been reformed to make people literate and to unify spelling rules. In the history of Kazakh writing, the period of transition to the alphabet based on the Latin script in 1929–1940 can be called the period of transition to the alphabet based on the Latin script.

Since the 1920s, the field of spelling and graphics of Kazakh linguistics has been purposefully studied. A. Baitursynuly, K. Zhubanov, E. Omarov, H. Dosmukhameduly, K. Kemengeruly, K. Basimov, T. Shonanov, Zh. Aimautuly, who paved the way for the development of this area, left a mark with their fresh ideas, prudent opinions and valuable scientific conclusions and others, then researches about the norms of the literary language, spelling, graphics were continued by scientists such as M. Balakaev, I. Kenesbaev, R. Syzdykova, G. Aidarov, A. Amanjolov, A. Kuryshjanov, M. Tomanov, T. Kordabaev, B. Abilkasymov, N. Oralbaeva, S. Khasanova, S. Myrzabekov, A. Junisbekov, N. Vali, Sh. Madjhitaeva, K. Kuderinova, G. Mamyrbekova and contributed to complex and fundamental research in this area.

The Kazakh language has experienced three different writing systems – Latin, Cyrillic and Arabic. Until the 1930s, Arabic script was used in Kazakh writing, and on July 25, 1929, after the decree “On the new writing of the Kazakh language” was issued, it switched to Latin. The new alphabet had 29 letters, of which 9 were designated as vowels, 18 as consonants, and two as semivowels. The basic principle of spelling was phonetic. Capital letters were not used. However, the life of writing based on the Latin alphabet was short-lived. “The Latin alphabet was much more progressive than the alphabet based on the Arabic script, whether in literacy or typography. Each letter of the Latin alphabet retains its individual position [Akhanov K. Fundamentals of language education. – Almaty: Olke baspasi, 2010, – p. 465].

“Written Reform: Common Turkic Identification” – a comparison of the Latin alphabet created for the Turkic-speaking peoples was carried out, and the features (relative similarity and difference) of individual phonemes and symbols in the use of each people were analyzed.

The problem of creating a common model of writing for the Turkic peoples was raised in the 20–30s. The writing of about 20 peoples was unified in writing based on the Latin alphabet. In order to trace

the alphabet, 25 characters are taken unchanged from the Latin alphabet (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, d, s, t, i, c, x, y, d), and in order to fully represent the original sounds of each people, the following symbols are included in the individual alphabets.

For example, Kazakh – ҫ, ө, җ, ы; in Turkish – q, ҫ, ө, җ, ы, z, b, ' (dayekshe); Azerbaijani – ҫ, ө, җ, ы, z, š, ы, ' ; Tatar – ҫ, ө, җ, ы, z, b, ' (dayekshe); Bashkir – ҫ, ө, җ, ы, z, ы, ы; kumik – ҫ, җ, ы, z, ы, ' (dayekshe), Karakalpak – ҫ, ө, җ, ы, z, ы, ' (dayekshe); nogai – җ, ы, z, ы, ' (dayekshe); Kyrgyz – ҫ, җ, ы, z, ы, ' (dayekshe); Altaic – ҫ, ө, җ, ы, z, ы, ' (dayekshe); karachai – σ, σ, ы, z, b, ' (dayekshe); Uzbek – σ, σ, ы, z, ' (dayekshe); Uighur – σ, ө, σ, ы, z, ' (dayekshe); Yakut – σ, σ, ы, z, h, b, ' (dayekshe); Tuvin – q, σ, ы, z, b, J ' (dayekshe); Khakass – ҫ, ы, ы, z, b, ' (dayekshe); Dungan – ҫ, ө, җ, ы, z, ž, ' (dayekshe). Thus, the symbols adopted for a unified alphabet system can be divided into the following groups. a) Symbols taken unchanged from the Latin alphabet: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, and, in, x, y, h; b) Additional symbols: a) basic letters, designation of characters with letter endings: ҫ, ы, ы; b) basic symbols, letters marked with dashes: o, s, z; c) additional characters: đ, b, q, <, b, b, sh, b, ł, ' (quotation marks), etc.

“Writing Reform: Alphabet Projects Based on the Latin Script” – since 1924, the public has been presented with projects of the alphabet, consisting of 28 letters of N. Torekulov, 26 letters of H. Dosmukhameduly, 22 letters of M. Myrzauly, 27 letters of A. Baidildauly and 24 letters of T. Shonanuly for discussion. These alphabets represent the phonological system of A. Baitursinuly, based on five vowels (<a> [a], [á]; <y> [y], [i]; <y> [y], [y]; <o> [o], [o]; <e> [e]). But since these proposed projects differ from the alphabet created to unite the Turkic peoples, Kazakh educators prefer to adhere to the principle of “one sound – one letter” and adopt an alphabet consisting of 29 letters, using additional characters, standard Latin characters in addition to the main ones.

That is why students are required to be creative in order to fully understand the meaning of this alphabet in the history of the Kazakh language, to evaluate it, to be able to correctly analyze the advantages and disadvantages of the alphabet.

Let's talk about the procedure for conducting resume technology:

- first of all, we divide students into small groups of 3–4 people according to the technology transfer procedure;
- we introduce you to the purpose and procedure of our exercise. We distribute our handouts to each small group. At the top of our paper, the main problem is the Latin alphabet, adopted on July 29, 1929. A place is left at the bottom to show the advantages and disadvantages of this alphabet over other alphabets in the history of the Kazakh language. At the very bottom, a place is left in order to draw a general conclusion about this emerging problem – graphics in Latin;
- group members in small groups express their opinion in writing, identifying the advantages and disadvantages of this alphabet, which brought some success in translating the alphabets of the Turkic languages into Latin, which was the basis for creating a modern written language. Based on these comments, the group members draw a general conclusion;
- one of the team members makes a presentation on behalf of the team. Each member of the group read their comments on the merits and demerits of this alphabet, which gave a strong impetus to the development of the written language of the Turkic-speaking peoples, whose Latin graphics and written language have become obsolete. However, it does not introduce the final section of the conclusion.
- the teacher determines the opinion of the other subgroups about this group, which made an alphabetical presentation based on the genetic and linguistic kinship of languages, in order to mutually identify the writing of related languages. After listening to all the comments, the presentation group reads its conclusion;

- the teacher focused on the opinions and conclusions of small groups, collected all the opinions, emphasized that the goal of switching to the Latin script in 1929–1940. There was an appeal to European culture, and that this cultural event is considered one of the most effective and optimal alphabetic searches for the mass literacy of society, evaluating each group, concludes the exercise.

### Model

<b>Latin Graphics (July 29, 1929)</b>	
<b>Advantage</b>	<b>Disadvantages</b>
a) the principle of “one sound – one letter” is strictly observed; b) the principle followed by the Turkic peoples was preserved to the maximum; c) the alphabet is supposed to be “readable”, “easy to write”; d) no input letters; e) there are no under – road or over – road signs.	a) the presence of letters (а, ө, ь) and an artificial letter (Қ) in Cyrillic, which are not in the standard of the Latin alphabet. This shows that the letters of the alphabet are not based on a specific standard, they are not unique; b) the main spelling mistake of the Kazakh script based on the Latin alphabet was the insertion of only a lowercase letter without an uppercase version.

### Conclusion

The system of the Kazakh alphabet, based on the Latin script, was an alphabet based on the national script, and both the spelling rules and the alphabet, formed on the basis of native sounds, met the basic rules of writing grammar.

If we use resume technology in the educational process in accordance with its basic conditions and appropriately, it will increase the content and quality of the lesson, develop thinking skills, train the ability to work independently and in a group, and improve qualifications. This, in turn, increases the responsibility of the students, develops their creativity, directs them to analyze, gather their opinions, and draw conclusions.

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