The Role of Linguistic Competence in Primary School Mother Tongue Education

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ANNOTATION

This article discusses the role of the formation of linguistic competence in primary school mother tongue lessons, the importance of speech development, and the role of mother tongue teaching in the development of speech in primary school students.

KEYWORDS: *competence, linguistic competence, competency approach, graphics, phonetics, vocabulary, grammar, knowledge, skill, qualification.*

The state policy in the field of training in the Republic envisages the formation of a comprehensively developed person-citizen through a system of continuous education, which is inextricably linked with the intellectual and spiritual-moral upbringing of man. Continuing education, which is the basis of the system of training, consists in the formation of the younger generation of skills such as professionalism, creativity, political activism, free thinking. As stated in the Law of the Republic of Uzbekistan "On Education" and the concept of "Primary Education", one of the main tasks of modern primary education is to develop students' speech, using teaching methods that teach students to think independently and actively. A number of laws and resolutions have been adopted in the country to improve the education system and educational work. Due to the opportunities created by the Law "On Education", a number of new ideas have entered the education system. The national curriculum envisages the improvement of the work of upbringing a generation of knowledgeable, creative, independent thinkers in accordance with modern requirements, the training of highly educated and highly talented personnel, and the consistent implementation of this work. The program pays special attention to improving people's literacy in line with the times.

At present, the concepts of ―competence, competency approach, competence are actively used in education. In linguistics, the term was first used by N. Khomsky in the mid-twentieth century as a set of knowledge, skills and competencies focused on the use of language, and its application in education was interpreted by his followers as a competency approach. recorded as factors.

What do we mean by a competency approach?

The word "competition" is derived from the word "to compete", which means "to compete", "to compete", "to compete". Literally translated, it means "competitiveness". According to scientific pedagogical and psychological sources, competence is a very complex, multifaceted concept that is common to many disciplines. Therefore, its interpretations are diverse in terms of both volume and content, as well as meaning and logic. The essence of the term is also described on the basis of such concepts as "efficiency", "flexibility", "success", "success", "comprehensibility", "effectiveness", "readability", "hocca", "feature", "quality", "quantity".

Accordingly, we accept educational competencies according to the definition given in the approved standard.

knowledge - remembering and re-explaining the learned information;

ability - to apply the acquired knowledge in familiar situations;

skill - the ability to apply the acquired knowledge and skills in unfamiliar situations and generate new knowledge;

competence - the ability to apply existing knowledge, skills and abilities in daily activities.

Before exploring the content and essence of competencies, let's get acquainted with a brief history of its entry into science and marriage.

The first stage was 1960-1970. - The introduction of the first competencies in language learning. Bunda D. The concept of 'communicative competence' is introduced by James.

The second stage - 1970-1990 - began to use the categories of competence / competence in the theory and practice of language learning, management, leadership, professionalism and communication in management. At this time, the concept of "social competence / competence" is developed.

The third stage - in 1990 and subsequent years, began to be applied in the competence approach, vocational education, general education and other areas.

➢ Competence - (lat. Sompetense - to be worthy, worthy). 1) The scope of powers of a particular organization or official, established by official documents; authority. 2) A person's awareness of a field, the level of knowledge of that field

➢ Competence - 1. An area in which a person is well-informed and efficient; 2. scope of law (duty, work).

—Competence - 1. An area or issue that a person is well aware of; 2. Authority, right to will; well-informed, well-informed, well-informed, knowledgeable, informed, competent; 3) reasonable, considerate, respectable; 4) competent, ie entitled; authorized

Thus, in the field of education, it is appropriate to understand the word competence as competence, and competence as competence, as a direction of education aimed at forming the ability to apply knowledge, skills and abilities in their personal, professional and social activities. Competence is a direct professional suitability, the ability to independently apply the knowledge, skills, abilities acquired in their field in practice within the profession and to demonstrate a creative attitude. Indeed, a student who knows a lot, but is unable to apply them in practice, will not benefit either society or himself. According to the German scientist Hilbert Meyer, a competent student will not only have dry knowledge, but will be able to use his knowledge in situations that arise, and will have the content of knowledge that will be quickly restored in his memory.

Competency-based education is education aimed at developing the ability to apply the acquired knowledge, skills and abilities in their personal, professional and social activities. career choice, healthy competition, and cross-cultural skills.

It is now clear that it is not enough for students to have only the knowledge, skills and competencies in the subjects. Accordingly, there is a need to apply the learning process to the educational process based on a competency-based approach that teaches students to apply the knowledge, skills and competencies they have acquired directly in their daily lives. The National Curriculum pays special attention to this.

The need for in-depth study of the mother tongue in school stems from the basic functions of the mother tongue in society. Language is a tool that serves for the interaction of community members with each other. Interaction between people takes place through language. People express their feelings, experiences and situations through language. In the general education system, the mother

tongue has a primary and central place. Linguistic competence - knowledge of the levels of language (phonetics, vocabulary, grammar) and the acquisition of the means of expression of the language (reading techniques, understanding the opinions of others and the content of the text, the expression of ideas in writing). Linguistic competence is to increase the vocabulary of socially active and professionally oriented vocabulary, which is actively used in everyday life, to increase the vocabulary of the Uzbek language, all of which is achieved through the acquisition of theoretical knowledge of phonetics, vocabulary and grammar of the Uzbek language. .

Graphics and spelling:

➢ Proportion of all letters, sounds and letters of the Uzbek alphabet based on the Latin script; basic rules of reading and writing letters; to write uppercase and lowercase letters in calligraphy; know the rules of articulation, articulation, articulation, and apply them in practice.

Phonetics:

➢ Distinguish sounds and pronounce them correctly; correct emphasis on words, mastering the short pronunciation of short —i sounds; know the rules of correct pronunciation of specific speech sounds; be able to use and apply the tone appropriate to the types of communicative sentences (interrogative, interrogative, command sentences).

Vocabulary:

➢ Active words on the topic: nouns, adjectives, numerals, personality, demonstration and interrogative pronouns.

Grammar:

➢ Famous and related horses; personality, show, interrogative pronouns; words denoting color, shape, and number, words denoting size, time; to have a basic practical understanding of the means of expressing simple sentences, denials, affirmations, and commands, to apply them in oral and written speech.

Especially in the primary grades, which are the foundation of general secondary education, the mother tongue takes the lead. To develop and develop in the younger generation the ability to think and express ideas correctly, to instill in them the rules of the native language, to teach them to apply these rules in practice, to write them correctly and beautifully, to pronounce correctly, expressively, express their feelings acquiring the skills of word-of-mouth discovery, through which preparation for practical activities begins in the primary grades. Developing students' oral and written speech from an early age is an important and topical task. Ensuring students 'literacy in primary education involves shaping adherence to literary speech norms in oral and written speech. Teaching in primary school provides ample opportunity for students to develop a culture of speech. Under the guidance of a teacher, they observe natural phenomena, people's labor activities, exchange ideas with their peers, listen to speeches of teachers and others based on the norms of literary language, read books. In school, the development of students' speech is considered to be the main task of mother tongue teaching. Speech development is a task not only for mother tongue and reading lessons, but also for all subjects in the curriculum (science, mathematics, labor, fine arts, music), as well as extracurricular activities. Not only external speech but also internal speech of students is cultivated in the school. Children learn to read internally and master the material in internal speech, solve various tasks on their own, and most importantly, prepare their own oral and written ideas. Students need to be taught to talk a lot, to write a lot, to give them topics to prepare for oral and written speech, to prepare, in general, to teach speech. Speech development means regular and systematic work on its content, the choice of the word and its form to form a sentence, the spelling and punctuation of the idea, the orthoepically correct pronunciation. Speech is a type of human activity, the activation of

thinking on the basis of linguistic means (words, phrases, sentences). Speech serves to communicate and communicate, to express one's thoughts with emotion, and to influence others. The methodological condition of speech development is to create a broad system of speech activity, that is, firstly, to comprehend a good speech pattern, and secondly, to create conditions for expressing one's opinion using the means of language learned. The child learns the language in the process of speaking activities. This alone is not enough because it absorbs speech superficially. There are a number of aspects of speech acquisition. These are:

1. Mastering the norms of literary language. The school teaches students to distinguish literary language from simple spoken language, dialect and jargon, introduces them to artistic, scientific, colloquial variants of literary language.

2. Mastering the important speaking skills necessary for every member of our society, namely reading and writing skills. In this way, students learn the features of written speech, its difference from oral speech.

3. Improving students' speech culture. Language is the most important means of communication in society. Due to this social significance of language, special attention is paid to the speech culture of students at school. To accomplish these tasks, the teacher needs to work systematically with students. To do this, it is important to know what is included in the concept of working on developing students 'speech. There are three main areas of speech development:

1) work on the word;

2) work on word combinations and sentences;

3) work on connected speech. Requirements for student speech: A number of clearly defined requirements are followed in the development of student speech:

1. Students' speech should be meaningful.

2. There must be logic in speech.

3. Speech should be clear.

4. Speech should be rich in language tools.

5. Speech should be clear.

6. Speech should be expressive.

7. Speech should be accurate.

The requirements listed above are interrelated and are implemented in a complex way in the education system. In order to achieve this, it is necessary to achieve high results not only in the native language, but also in all disciplines. Growing speech means cultivating thinking because speech is closely related to thinking. It is impossible to cultivate speech without focusing on developing the child's thinking ability. An important task of the teacher is to ensure that the child's thinking is meaningful, logically correct and consistent. Linking reading to life, observing the environment (nature, surrounding objects, people, their labor), working on the student's speech in the process of learning it, enriching the child with different knowledge are the main means of making speech meaningful. The development of students' speech is also inextricably linked with the lessons taught in other subjects. In mother tongue classes, students gain knowledge about nature and human life through language; they learn to observe, to think, and to accurately describe what they have seen, heard, and read. Mother tongue lessons effectively help to enrich children's vocabulary, teach them to compose speech correctly. It is easy for the reader to tell what they have read without a plan. But the teacher should teach him to plan his story, to divide the text he reads into parts, and to find a title for

each part, and to accustom him to narrate it in a certain sequence. The main purpose of mother tongue teaching is also determined by the role and function of language in society. Language is a means of communication because the speaker expresses his thoughts through language, and the listener understands the thought realized through the means of language. The main tasks of teaching the subject of mother tongue are: to develop students' oral competence, which is aimed at thinking about the person, understanding the opinions of others, being able to express their opinions orally and in writing; to form and develop students' knowledge of grammar (phonetics, lexicology, word structure, word formation, morphology, syntax, writing and spelling, punctuation, speech methods, stylistic concepts) and to read, see, hear is the formation of linguistic competencies aimed at developing the ability to express accurately and fluently. The curriculum of the native language is based on the requirements of the State Education Standard, aimed at the formation of competencies in students. The curriculum provides for the formation of students' verbal and linguistic competencies in science, as well as elements of basic competencies. The teacher's speech culture is of great importance in developing students 'speech. In all lessons, extracurricular and extracurricular activities, the teacher should speak expressively and effectively, following only the rules of orthoepic pronunciation and literary language, as well as always write in the student's notebook, all documents in accordance with the rules of spelling and spelling. In this way, he teaches children to speak expressively, to write without mistakes, beautifully, awakens sensitivity to language. Well-developed speech serves as one of the most important tools of human activity in society. For the student, speech is a tool for successful learning in school.

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