

THEORETICAL BASIS OF DEVELOPING LINGUISTIC COMPETENCE OF PRIMARY STUDENTS IN THE PROCESS OF MOTHER LANGUAGE EDUCATION

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Abstract

This article discusses the teaching of the mother tongue in primary education, the main goals and objectives of mother tongue lessons, the need to develop linguistic competence in primary school students, and the linguistic competences that students must acquire according to the State Educational Standards of the National Curriculum.

Keywords

mother tongue, primary school, National Curriculum, State Educational Standard, basic competencies, subject-related competencies, linguistic competencies, components of linguistic competence.

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ ЯЗЫКОВОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ В ПРОЦЕССЕ ОБУЧЕНИЯ РОДНОМУ ЯЗЫКУ

Аннотация

В данной статье рассматриваются вопросы преподавания родного языка в начальной школе, основные цели и задачи уроков родного языка, необходимость развития языковой компетенции у учащихся начальной школы, а также языковые компетенции, которые учащиеся должны приобрести в соответствии с государственными образовательными стандартами национальной учебной программы.

Ключевые слова

родной язык, начальная школа, национальная учебная программа, государственный образовательный стандарт, базовые компетенции, предметные компетенции, языковые компетенции, компоненты языковой компетенции.

ONA TILI TA'LIMI JARAYONIDA BOSHLANG'ICH SINFI O'QUVCHILARINING LINGVISTIK KOMPETENSIYASINI RIVOJLANTIRISHNING NAZARIY ASOSLARI

Annotatsiya

Ushbu maqolada boshlang'ich ta'limda ona tili fanining o'qitilishi, ona tili darslarining asosiy maqsadi va vazifalari, boshlang'ich sinf o'quvchilarida lingvistik kompetensiyani rivojlantirish zarurati, Milliy o'quv dasturi Davlat ta'lim standartlariga ko'ra o'quvchilar egallashlari lozim bo'lgan lingvistik kompetensiyalar masalalari yoritilgan.

Kalit so'zlar

ona tili, boshlang'ich sinf, Milliy o'quv dasturi, Davlat ta'lim standarti, tayanch kompetensiyalar, fanga oid kompetensiyalar, lingvistik kompetensiyalar, lingvistik kompetensiya komponentlari.

Introduction. In addition to developing the main types of speech activity in primary school students, the following important issues are also addressed: First, the content of knowledge given in the primary school from the native language consists of knowledge about the sound structure of the Uzbek language and the methods of expressing sounds in written speech, about word changes and the connection of words in a sentence, about the morphemic composition of words and word formation, about the lexical-semantic group of words, about the rules of correct writing of the Uzbek language and the use of punctuation marks.

The main task of teaching the subject of the mother tongue is to develop speech competence aimed at the student's ability to think, understand the opinions of others, and express his/her thoughts competently in oral and written form, to form and develop grammatical knowledge (concepts of phonetics, lexicology, word composition, word formation, morphology, syntax, writing and spelling, punctuation, speech styles, stylistics) in students, and to develop linguistic competencies aimed at developing the skills of speaking correctly and fluently what he/she has read, seen, and heard, making effective use of the wide possibilities of the mother tongue. The curriculum of the subject of the mother tongue is based on the requirements of the State Educational Standard aimed at the formation of competencies in students. The curriculum provides for the formation of speech and linguistic competencies and elements of basic competencies in students. In primary education, it is aimed at ensuring the literacy of students and forming their adherence to the norms of literary speech in oral and written speech.

Literature analysis and methodology. Linguistic competence is interpreted as the internal knowledge obtained according to a set of certain rules that lie in the deep structures of the language, which in turn turn into various statements in direct communication[19].

Today, there are various definitions of modern linguistic competence. E.N.Solovova defines linguistic competence as the acquisition of a certain amount of formal knowledge and skills related to various aspects of the language: vocabulary, phonetics, grammar[7].

The Council of Europe defines linguistic competence as a set of phonological, lexical, grammatical knowledge and skills that are used in a sociolinguistic and pragmatic context. This means that the future teacher should be able to apply phonological, lexical and grammatical knowledge and skills in practice, that is, in speech activity. Taking these definitions into account, we interpret linguistic competence as the ability to have lexical, phonetic and grammatical knowledge of the target language system and to apply this knowledge in the process of speech activity in a foreign language.

Further systematic analysis of linguistic competence includes the identification of its components. I.A. Zimnaya presents the following component structure of competence: 1) the motivational aspect of competence (readiness to demonstrate competence); 2) the cognitive aspect of competence (knowledge about the content of the competence); 3) the behavioral aspect of competence (experience in demonstrating competence in various standard and non-standard situations); 4) the value-semantic aspect of competence (attitude to the content of the competence and the object of its application); 5) the emotional-volitional aspect of competence (emotional-volitional regulation of the process and the result of the manifestation of competence)[20].

I.F. Musaelyan, speaking about the lexical and grammatical components of linguistic competence, distinguishes between productive and receptive skills and abilities[6].

Also, according to the Council of Europe monograph, the following components are distinguished in the structure of linguistic competence: lexical, grammatical, semantic, phonological, spelling and orthoepic. Lexical competence is characterized by knowledge of the vocabulary of the language, including lexical and grammatical elements, and the ability to use them in speech. Lexical competence includes: 1) independent words - parts of speech (nouns, adjectives, verbs, adverbs, etc.); 2) phraseological units are semantically indivisible, stable compounds, which are distinguished by a separate integral meaning, the constancy of the composition of the components and are fixed in the memory of the speaker.

They are complex and contradictory units with a holistic meaning (speech marks, proverbs and sayings, phrasal verbs, complex prepositions, etc.). Grammatical competence, in essence, is knowledge of the grammatical laws of the language rules and the ability to use them in speech. It includes the ability to understand and express a certain meaning, formalizing it in the form of phrases and sentences structured according to the rules of the target language[4].

Discussion and results. According to the national curriculum, primary school students are required to acquire basic and subject-specific competencies during the process of mother tongue education. According to the curriculum, 4th grade students are required to acquire the following linguistic competencies:

- know the spelling of vowels and consonants and be able to use them correctly in written speech;

- know the pronunciation, spelling and meanings of borrowed words and terms, and use them correctly in speech;

- distinguish between the types of words according to their form and meaning and be able to use them correctly in speech;

- know the dictionary and types of dictionaries, and follow the rules for using the dictionary;

- know the spelling of words, their components, bases and suffixes and be able to use them correctly in speech;

- distinguish between nouns, adjectives, numerals, pronouns, and verbs, and be able to use them correctly in speech;

- be able to form sentences by combining words correctly;

- know the types of sentences according to their purpose of expression, and follow their spelling;

- be able to distinguish between parts of speech and use them correctly in speech;

- be able to know the characteristics of words, sentences and texts, and be able to create texts following their rules[8].

According to the order of the Minister of Public Education of the Republic of Uzbekistan No. 406 dated December 17, 2021, the state standard of general secondary education was approved. According to it, the following qualification requirements are set for primary school students:

Linguistic competence (phonetics, graphics, orthoepy, spelling, lexis, grammar and methodology):

- can distinguish speech sounds in the native language, follow the rules of syllable transfer;

- can use new words related to the topic in oral and written speech;

can use punctuation marks correctly in written speech[1].

In conclusion. Ensuring the gradual development of linguistic competences of primary school students in the process of mother tongue education is one of the important tasks of today. The formation of compensatory skills in primary school students, on the one hand, is associated with the development of linguistic competence, and on the other hand, it occurs as a result of supplementing the educational content with a set of compensatory strategies and techniques that implement them.

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