



# The Need To Develop Linguistic Competence In Students In Primary School Mother Tongue Classes

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## ABSTRACT

The article analyzes the scientific and methodological basis for the introduction of a competency-based approach in the general secondary education system in primary school mother tongue classes.

It is based on specific competencies that are formed through the teaching of the mother tongue in secondary schools. The basis of linguistic competence is explained.

## Keywords:

competence, competence, competence of independent and creative thinking, linguistic competence, speech competence, sociolinguistic competence, pragmatic competence

Today, society is changing its attitude towards the content of education, including mother tongue education. Emphasis is placed on developing learners' ability to apply their knowledge and skills in real-life situations.

Primary education is a system of education that develops students and is based on a person-centered, competent approach. Children who take their first steps in school are exposed to educational activities that are appropriate to their age and level of thinking and spiritual development. In the formation of reading and learning activities in primary school students, in the process of acquiring knowledge in each subject, their consciousness, thinking develops rapidly.

The effectiveness of primary education depends on the wide range of educational activities in which students are uniquely structured. Such activities are formed and constantly developed under the guidance of the teacher in the process of acquiring theoretical knowledge and acquiring the necessary competencies.

Many scholars and educators believe that one of the ways to improve the quality of mother

tongue education is to take a competent approach to mother tongue teaching. This approach does not deny the importance of knowledge, but focuses on shaping the learner's ability to apply the acquired knowledge in real life.

In our country, in the system of continuing education, great importance is attached to a competent approach. At present, in order to ensure continuity in the content of education, the state educational standards and o. training program projects have been developed.

The National Curriculum for General Secondary Education also focuses on a competency-based approach. In particular, the assessment methodology in the National Curriculum for General Secondary Education is as follows:

- XXI century skills;
- basic competencies;
- Competences of science blocks (science);
- special skills (elements of competence);
- qualification requirements;

Specific skills (competence elements) and qualification requirements are specified in Blum's taxonomy:

1. Know (remember)
2. Understanding
3. Practice
4. Analysis
5. Evaluation
6. Creation.

In the National Curriculum of General Secondary Education, the subject of Mother Tongue and Reading Literacy was introduced in order to qualitatively develop students' writing, reading and expression skills in the primary school on the subject of mother tongue. while maintaining the volume of hours of native language and reading sciences).

The implementation of the National Curriculum for General Secondary Education is planned as follows:

- - in grades 1-2 from the 2021/2022 academic year;
- - In grades 3, 4 and 10 from the 2022/2023 academic year;
- - in grades 5-6 and 11 from the 2023/2024 academic year;
- - Introduced in grades 7-8-9 from the 2024/2025 academic year.

Native language science, based on the systematic study of language, teaches students to think independently and creatively, increase vocabulary, listen to and understand the speech of others, express ideas clearly, concisely, choose words and use them appropriately. application, formation of oral and written speaking skills, achieving harmony of form and content in the expression of ideas, the correct organization of student-teacher-teacher relations is an important factor in increasing the effectiveness of education . The subject of mother tongue teaching methods in higher education serves to provide a theoretical and practical basis for this.

Content of mother tongue teaching - phonetics, lexicology, grammar (morphology and syntax), methodology: correct pronunciation, correct spelling, word choice and nap formation: creative thinking, fullness of thought settings, clear expression, expressive reading, text creation.

The concepts of competence and competence are defined as follows:

competence - the ability to apply knowledge, skills and personal qualities to successful work in a particular field;

Competence - the ability of a person to successfully apply the knowledge, skills and abilities acquired in a particular field of study or specialty, as well as the formed personal qualities in the workplace

It is the formation of communicative competence of learners to work in everyday, scientific and professional fields. Mother tongue communicative competence is the ability to apply the knowledge, skills and competencies acquired in the mother tongue in the process of communication.

The following special competencies are formed by teaching the native language in secondary schools:

- Competence of independent and creative thinking;
- linguistic competence;
- speech competence;
- sociolinguistic competence;
- pragmatic competence.

From these competencies, let us now turn our attention to linguistic competence.

Linguistic competence is the knowledge acquired by a student in the field of language, the ability to combine this knowledge with practice and the ability to create speech.

One of the qualification requirements for students of general secondary and secondary special, vocational education in the field of mother tongue is linguistic competence (phonetics, graphics, orthoepy, spelling, lexicon, grammar and methodology ).

Qualification requirements include:

- can pronounce the sounds of the Uzbek language correctly and write according to the requirements of calligraphy;

- can use simple grammatical tools in oral and written communication to express ideas;
- can make simple sentences.
- can use the means of denial, affirmation and command in oral and written speech;
- can compose simple text.
- can use independent words in the Uzbek language, their construction and morphological forms in speech;
- can divide sentences into meaningful parts;
- can use punctuation correctly in sentences;
- can use grammatical terms correctly in speech;
- can use artificial (simple, compound, double) words and words from other languages in oral and written speech;
- knows the spelling rules related to the spelling of words, the addition of grammatical devices to words and can apply them in speech.
- can use professional vocabulary in oral and written speech;
- can use auxiliary words in Uzbek and the means of connecting them in speech;
- can use coherent parts, separated parts, introductory words in simple sentences.
- Minimum professional vocabulary, can correctly use the national and cultural vocabulary of the Uzbek language in speech;
- knows complex simple and compound sentences, means of connecting compound sentences;
- Knows the Uzbek language, artistic, popular, formal speech;
- Correctly writes administrative papers, internal documents related to the specialty, reports.
- Understands the content of texts and conversations in the field of specialization, the meaning of terms;
- can distinguish complex simple and compound sentences, means of connecting compound sentences;
- can give lectures on specialty topics;
- can write a thesis and its summary.

Linguistic competence is based on knowledge of words. Students' vocabulary helps to ensure accuracy, correctness, fluency and variety of speech. To feel the word is to feel the

mother tongue. The science of lexicography should be the basis of linguistic competence. Its priority in the content of mother tongue education is in line with the stated goals. In the context of globalization, the clash of different cultures requires that young people growing up in a state of national and interethnic communication have a high culture of communication and vocabulary. This requires the improvement of mother tongue education, bringing the skills acquired by students to the level of linguistic competence. Umuman olganda, kompetentsiyaviy yondashuv kontseptsiyasi ona tilining an'anaviy ta'limi mazmun-mundarijasini zamonaviylashtirishni taqozo etadi.

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