THE DEVELOPMENT OF LINGUISTIC COMPETENCE IN THE LESSONS OF THE NATIVE LANGUAGE

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ABSTRACT

Language is an essential means of human communication, the formation and spiritual development of a person. It is this understanding of the role of language in society that determines the special place of the subject "mother tongue" among other academic subjects and allows us to formulate the ultimate goal of teaching it at school, understood as "learning free speech activity and creating elementary linguistic competence in students", their mental, intellectual development , education of a linguistic personality.

Keywords: Competence, development, linguistic competence lesson, mother tongue.

INTRODUCTION

Great opportunities for linguistic and mental development of students include teaching the grammar of their native language, which contributes to the general education of students, enriches them with knowledge of the basic laws and rules, language means of expressing thoughts, promotes the development of logical thinking of students, is the basis for the formation of practical skills / speech and spelling /. Morphological knowledge, skills and abilities are basic for the formation of linguistic, linguistic and communicative competence.

The problem of the development of students in the learning process is considered in the works of famous psychologists / L.S. Vygotsky, P.Ya. Galperin, V.V. Davydov, S.F. Zhuykov, A.N. Leontyev, N.A. Menchinskaya, E. N.Kabanova-Meller, S.L. Rubinshtein, N.F. Talyzina, I.S. Yakimanskaya et al. /, Didacts / V.V. Kraevsky, I.Ya. Lerner, M.N. Skatkin, etc. /. In the methodology of teaching the native language, the problem of language development is highlighted in the works of A.I. Vlasenkov, T.K. Donskoy, V.V. Dudnikova, G.K. Lidman-Orlova, T. A. Ladyzhenskaya, S. I. Lvova, .P. Ozerskaya, M.M.Razumovskaya, L.A. Trostentsova, etc.

However, studies by methodologist scientists and many years of observation of teaching practice suggest that the developing possibilities of morphology are not fully realized in the modern school. Studying the state of knowledge and skills of students shows that they memorize linguistic definitions, but do not understand the essence of basic morphological concepts, cannot build a coherent monologic statement on a linguistic topic, hardly differentiate words from different parts of speech, do not distinguish between lexical and grammatical meanings of words, have poor command of skills of analytical-synthetic activity.

In our study, we examined: on the basis of the analysis of linguistic, psychological, pedagogical and methodological literature to determine the theoretical foundations of the formation of linguistic competence in the lessons of morphology; define / or clarify / the scope and content of the key concepts of this study: "linguistic competence", "competence", "activity approach", "knowledge", "skills", "skills", "mode of action", "methods", "action "," Operation ", etc .; to

establish the level of practical elaboration of the studied problem on the basis of the analysis of programs, textbooks of the educational process; to identify the level of linguistic competence of students, the difficulties of its formation; to determine the most important modes of action and the level of their formation among students for the formation of linguistic competence; on the basis of theoretical and experimental data, to develop a system for the formation of linguistic competence, which involves mastering the methods of action that ensure the recognition of linguistic phenomena and their use in speech in the process of studying the nominal parts of speech;

Our study consists in the following: in creating a system for the phased formation of linguistic competence, providing for mastery of the methods of action, assuming both the assimilation of theoretical information about the language and the formation of skills that ensure their use in speech; in the development of a system of tasks and exercises that implement the activity aspect of studying grammatical concepts and contributing to the formation of linguistic competence of students.

The study theoretically substantiates the methodology for the formation of linguistic competence, defines the stages of its formation, identifies the most important methods of action in terms of the formation of linguistic competence, creates a system for mastering them on the basis of specially designed tasks and exercises.

In the teaching of the mother tongue, the learning objectives, its content, knowledge levels, skills at the present stage are determined through linguistic, linguistic and communicative competencies (148; 190). In the methodology of the native language as a mother tongue, these are relatively new, but concepts that have already received citizenship rights.

The introduction of the concept of competence in the methodology of teaching the mother tongue is associated with the search for ways (more accurately determine the goals of learning and identify levels of language proficiency.

Currently, there are various understandings of competency. In some cases, competence and competence are considered as two different concepts, in others - these concepts are not differentiated. So, in the explanatory dictionary, competence is "a circle of questions, phenomena in which one is well aware" or "a circle of questions, phenomena in which a given person has authority, knowledge, experience"; competence is awareness, authority / 132, 248 /. Thus, competence is a phenomenon / "circle of questions" /, and competence is a property, a quality of an individual. In other words, competence and competence are two separate concepts. In the dictionaries of methodological terms / 39, 97; 1, 118 / the authors give a double interpretation of the term competence: 1 / "the totality of knowledge, skills, abilities formed in the process of training a particular discipline" / that is, competence is really a "circle of questions" /; 2 / "the ability to perform any activity" / that is, in fact, not competence, but competence is a property of a person /. The thesis is based on the definition proposed by academician N.M. Shansky and E.A. Fast. Competence is understood as the possession of a combination of knowledge about the language, knowledge of the "rules for their analysis and synthesis" and the ability to use them for communication purposes.

Currently, types of competence are distinguished: linguistic and / or linguistic, communicative, speech, ethnocultural, stylistic and others. An analysis of the literature on the research problem indicates an ambiguous interpretation of these terms in linguodidactics. So, the terms linguistic and linguistic competence in the methodology of teaching the mother tongue are used as

synonyms or delimited and defined as independent. It seems that in the methodology of teaching the native language as a native, it is advisable to distinguish between linguistic and linguistic. The need for this is due to the fact that mastery of the native language presupposes, on the one hand, the assimilation of language units and the rules for constructing them / as a condition for understanding and constructing statements /, on the other hand, knowledge of the language, its system

Language competency. There are various definitions of language competency. EAT. Vereshchagin and V.G. Kostomarov is understood by her as "the ability of the speaker to produce, on the basis of the rules taught to him, a chain of grammatically correct phrases".

An important condition for the formation of linguistic competence is the improvement of teaching methods and techniques aimed at enhancing the intellectual and personal development of students, at the formation of cognitive independence of students. A lot of methodological manuals and articles have been devoted to this issue. A significant contribution to the methodology of morphology was made by F.I. Buslaev, A.V. Shcherba, N.N. Prokopovich, A.V. Tekuchev, L.P. Fedorenko, A.V. Dudnikov, A.I. Vlasenkov, M. T. Baranov, V.P. Ozerskaya, G.K. Lidman-Orlova, Trostentsova L.A. and others. Of undoubted interest are the works of A.G. Ameline, E.A. Barinova, E.N. Puzankova.

However, a holistic theory of methods for teaching the native language has not yet been developed. There is no generally accepted understanding of the training method, nomenclature and classification of methods; do not have clearly defined boundaries of the concept: method - method-exercise; these terms are often used as synonyms.

I.R. Paley offers the following classification of methods: methods for communicating new knowledge / heuristic, dogmatic, analytical-synthetic /, fixing methods / cheating, grammar analysis, dictation, commentary writing, work on errors, task method and independent writing method /, accounting and control methods / usually the same as for fixing / 138, 148-156 /.

According to the classification of A.V. Tekuchev, this is a teacher's word, conversation, analysis of the language / observation of the language, grammar analysis /, exercises, use of visual aids, work with the textbook, excursion / 180, 67 /.

L.P. Fedorenko identifies methods of practical study of the language / explanation of incomprehensible words, preparation of oral messages, drawing up plans, abstracts, abstracts, teaching how to use reference books /, methods of theoretical study of the language / conversation, communication, reading a textbook /, methods of theoretical and practical study of the language / various exercises: in the study of grammar - grammar analysis, analysis of the finished material, modification of the language material, presentation, grammatical construction, composition.

As you can see, the classification of methods is based on different reasons: I.R. Paley proceeds from the stages of training, A.V. Tekuchev takes into account mainly the source of knowledge, L.P. Fedorenko - the specifics of the subject matter and the goals of its study. Each of these grounds is essential for the characterization of methods, but, apparently, is not enough to develop such a classification of methods that could be used as a model of a training system. The classification of methods should be multidimensional, built taking into account not one, but several bases of division.

A systematic approach to solving the problem of teaching methods is justified in the works of didacts, in particular I.Ya. Lerner and M.N. Skatkin. The teaching method in accordance with the concept proposed by these scientists is considered as a generalized model of the interconnected activity of the teacher and students, having a certain structure - the composition of the components in their relationships and relationships. The starting components in the structure of the teaching method are the learning objectives, the types of educational content / as the main means of achieving goals / and how students learn them.

The basis of the dissertation research is the following definition of the method: "The teaching method is a system of sequential interconnected actions of the teacher and student, ensuring the assimilation of the content of education."

The essential characteristics of the method are the type of cognitive activity and the specifics of the content of the subject of study.

The formation of linguistic competence is carried out using three types of educational activity: receptive, consisting in the perception of material proposed in a finished form; reproductive, associated with the memorization of acquired knowledge or the development of skills and expressed in the reproduction of knowledge or educational activities; productive, or creative, aimed at self-acquisition of knowledge.

The content of the school course of the mother tongue, which ensures the linguistic competence of students, includes knowledge and skills. The composition of knowledge in the mother tongue includes two components: a) knowledge of language and speech; b) knowledge of the methods of educational actions with language / speech / material. Knowledge of language and speech includes concepts from various fields of the science of language, classification of concepts, norms and rules, lists of facts of the language. Knowledge about the methods of educational actions include parsing schemes, prescriptive samples, fixing the sequence of operations when performing certain educational actions, memos.

In the process of conducting a stating experiment, the following tasks were solved:
        - to find out the volume of theoretical knowledge, the level of understanding of the basic morphological concepts, the ability to distinguish, identify parts of speech, Determine their morphological characteristics;
        - establish the extent to which students know and possess methods of action / techniques / in the context of the formation of linguistic competence;
        - determine what are the features of children's speech in the presentation of information about linguistic phenomena, the level of knowledge of the skills of a coherent monological statement on linguistic topics;
        - identify the difficulties in the formation of linguistic competence.

To solve the tasks, when conducting a stating slice, interviews were conducted with teachers, various forms of oral and written questioning of students, questionnaires, slice and other tests.

To determine the extent to which students possess morphological knowledge and educational and linguistic skills, a series of exercises were offered. The first group of tasks is aimed at checking the volume of theoretical knowledge, the level of understanding of the basic morphological concepts, the ability to distinguish, recognize parts of speech and their morphological characteristics. The task . On what grounds do you determine a noun? Adjective?

Analysis of the results of completed tasks / table The results of completed works, which in essence involve simple reproduction of knowledge, show that students have a low level of understanding of the studied morphological theory, knowledge of the principles of classification of parts of speech. Schoolchildren delimit parts of speech primarily by grammatical questions — 100%, by value and grammatical questions they identify parts of speech — 86%, less often schoolchildren call categorical features necessary to distinguish parts of speech.

The task. How do you understand the expression: "A noun denotes an object?"
These tables indicate that under the general grammatical meaning of a noun, students understand mainly the names of animals, people, inanimate objects / specific vocabulary /, as well as social and natural phenomena. Collective nouns, nouns calling qualities, actions, quantities, are not defined by the majority of students. A narrow understanding of the "subject" is one of the reasons for the recognition of nouns, the lexical meaning of which contradicts the general categorical / "conflicting words" /.

The practical significance of practical skills / to recognize parts of speech and their morphological features / largely determines the success of spelling, punctuation, and syntactic analysis, thereby contributing to the mastery of the relevant norms of the native literary language. Ignorance of the grammatical features of parts of speech affected the results of tasks, where it was required to show practical ability to distinguish parts of speech. The ability to distinguish parts of speech was tested by a series of tasks in which you need to identify part of speech in a list of words or in a text.

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