

METHODOLOGY FOR THE FORMATION OF LANGUAGE COMPETENCE AMONG PRIMARY SCHOOL STUDENTS IN THEIR NATIVE LANGUAGE LESSONS

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INTRODUCTION, LITERATURE REVIEW, DISCUSSION

— In the conditions of the modern globalizing society of the XXI century, education of the younger generation plays a special role. Primary education has an impact on the formation of the individual and society as a whole, since it is the social institution through which each person passes at the beginning of the school path, acquiring the qualities of a future socially active personality. The formation and development of certain skills and abilities necessary for this are laid down, among other things, in the lessons of the native (Uzbek) language. In recent years, in the methodology of teaching the Uzbek language in primary grades, the interest of scientists, methodologists, and practicing teachers in the problems of language competence has increased. In our opinion, this is due to the following:

— —Firstly, the achievements of modern pedagogy and psychology in the field of speech development of the child and the psychology of speech activity;

— - secondly, the school has undergone radical transformations in recent years. Modernization of the content of curricula and forms of activity of pupils on the basis of the Law "On Education", the introduction of a new generation of state educational standards opened the way to great activity and independence of the child, to the development of his creative abilities and harmony, led to the appearance on the market of educational services of many new and different the nature of textbooks and teaching aids;

— — thirdly, in the methodology of teaching the Uzbek language, great attention is paid to competences and competence-based approach.

— Linguistic competence is given special importance, because it is the basis for the formation of the general success of a student in subsequent education, in the development of a future professionally competent, socially active personality.

— After all, it is the younger school age that is extremely favorable for this due to a special sensitivity to linguistic phenomena, interest in understanding speech experience, and communication.

— This competence ensures the development of students' abilities to analyze and evaluate various linguistic phenomena, skills and abilities of verbal communication; mastering the basic norms of the Uzbek literary language and the rules of speech behavior.

— The competence-based approach is a clear orientation towards the future, which is manifested in the possibility of building education for the student, taking into account the success in personal and professional activities. The peculiarity of organizing work in elementary school in the classroom is based on the fact that children who come to school have a very diverse social experience and different levels of individual development. These features formed the basis for the creation of certain conditions for the individual development and education of each student. All of them are concentrated and focused on the goals and objectives of the new generation GOS.

— It is the SES that clearly formulates what education should be. The goal of education at the initial stage of training is the development of the student's personality based on the assimilation of knowledge and mastery of the world. The developing potential of

primary education is revealed through the formation of universal educational actions aimed at developing students' ability to learn, developing the ability for self-development and self-improvement.

– The competence-based approach is expressed through the so-called universal learning activities. The concept of "universal educational actions" is understood in pedagogy in a broad and narrow sense. In a broad sense, it is the ability to learn, or in other words, the student's ability to self-development and self-improvement through the active appropriation of new social experience. In a narrow sense, this concept means a set of methods of actions of a student, which ensures his ability to independently assimilate new knowledge and skills, including the organization of this process.

– Let us emphasize again that universal learning activities are the core and are based on the following:

– - education and development of personality traits that meet the requirements of the information society;

– - transition to a strategy of social design and construction in the education system based on the development of the content and technologies of education;

– - orientation towards the results of education (development of the student's personality on the basis of universal educational actions);

– - recognition of the decisive role of the content of education, methods of organizing educational activities and interaction of participants in the educational process;

– - taking into account the age, psychological and physiological characteristics of students, the role and significance of activities and forms of communication to determine the goals of education and ways to achieve them;

– ensuring the continuity of preschool, primary general, basic and secondary (complete) general education;

– a variety of organizational forms and taking into account the individual characteristics of each student (including gifted children and children with disabilities), ensuring the growth of creative potential, cognitive motives;

guaranteed achievement of the planned results of mastering the basic educational program of primary general education, which creates the basis for independent successful mastering by students of knowledge, skills, competencies, types, methods of activity.

It is important that the child does not receive knowledge in a finished form, but obtains it himself in the course of his own educational and cognitive activity. In other words, the goal of education is the general cultural, personal and cognitive development of students, providing through such a key competence as the ability to learn the formation of a competent personality. This is justified by the fact that the modern world sets other priorities over education as a whole - the need to implement a competency-based approach at all its levels. [4]

The social order of a school graduate who is able to be competitive at the international level and, accordingly, the modernization of education in general; the transition from the widespread control of the state in education to the general regulation of educational relations; increased competition in the educational services market, and, at the same time, the variability of the set of programs - all this creates a certain socio-cultural and educational background for the need to implement the competence-based approach. [3]

The output positions of the learning process are expressed through the description of the subject results of mastering the basic educational program in the context of the subjectness of

the educational lesson. So, in relation to the academic subject “Uzbek language. Native language” these requirements are formulated as follows:

- 1) the formation of initial ideas about the unity and diversity of the linguistic and cultural space of the Republic, about the language as the basis of national identity;
- 2) understanding by students that language is a phenomenon of national culture and the main means of human communication, awareness of the value of the Uzbek language as the state language of the Republic of Uzbekistan, the language of international communication;
- 3) the formation of a positive attitude towards correct oral and written speech as indicators of the general culture and civic position of a person;
- 4) mastering the initial ideas about the norms of the Uzbek language (orthoepic, lexical, grammatical) and the rules of speech etiquette; the ability to navigate in the goals, tasks, means and conditions of communication, to choose adequate language means for the successful solution of communication problems;
- 5) mastering educational activities with language units and the ability to use knowledge to solve cognitive, practical and communicative tasks (GOS, 2017).

The content, forms, methods, and means of organizing work on a separate school subject - the Uzbek language - are subordinated to this.

The essence of the competence-based approach, in our opinion, is revealed through the statement: "Tell me and I will forget, show me and I will remember, involve me and I will learn." In general, the central important features of the competence-based approach in pedagogy can be presented as follows.

The competence-based approach is based on the ideas laid down in the works of L.S. Vygotsky (Vygotsky, 2002), P. Ya. Galperin (Galperin, 1981), A.N. Leontyev (Leontiev, 2010), D.B. Elkonin (Elkonin, 1998). From the concept of personality-oriented development, developmental education, they reveal the basic psychological regularities of the process of developing education and the structure of educational activity of students, taking into account the general laws of age-related development of children; development of their abilities. In this, the modern competence-based approach is a reflection of the practice-oriented essence of personality-oriented education. Based on this, competencies are considered as cross-cutting, extra-over- and metasubject formations that integrate both traditional knowledge and various generalized intellectual, communicative, creative, methodological, ideological and other skills.

The competence-based approach contains two basic concepts: competence and competence.

“Competence” is “the possession, possession of a person of the appropriate competence, including his personal attitude towards it and the subject of activity,” and “competence” includes “a set of interrelated personality qualities set in relation to a certain range of objects and processes.

The term "competence" includes the totality of knowledge, skills and abilities that are formed in the process of teaching the Uzbek language as an academic subject and ensuring their mastery in oral and written speech.

Subject competences in relation to the other two levels of competence are private competences. In the methodology of teaching the Uzbek language, we highlight the following competencies:

- linguistic;
- linguistic;
- communicative;
- cultural studies.

Linguistic competence includes the ability to use words¹, their forms, syntactic structures in accordance with literary norms; possession of the wealth of language¹ as a condition for successful speech activity: new layers of vocabulary, phraseological stock, grammatical structure of speech, morphological norms, norms of coordination, management, construction of sentences of different types. This is the result of understanding the speech experience¹ by students: the structure of the language¹ and its changes, elements of the history of science about the Uzbek language and its outstanding representatives; recognition of sounds, letters, morphemes, parts of speech; the ability to divide linguistic phenomena into groups; the ability to produce phonetic, morphemic, derivational, morphological, syntactic, stylistic analysis; the ability to understand strangers and the generation of their own programs of speech behavior, adequate to the goals, areas, situations of communication.

Linguistic competence is a linguistic ability that includes knowledge about the language, its structure, relationships. Sometimes this term is used as a synonym for linguistic competence, however, it is more promising to differentiate them in teaching Uzbek as a native language. In addition to knowledge about the language as such, it is also knowledge about the history of the language¹, its most prominent representatives. Previously, the linguistic competence included the spelling competence, which "... is based on the student's knowledge of the concepts of spelling and punctuation, in addition, the possession of skills that can provide a level of certain spelling or punctuation literacy." [2]

In relation to the formation of linguistic competence in the study of the Uzbek language¹ as a non-native language, there is an acquaintance with a new language as a new sign system. At the same time, students study the sound, lexical component of the Uzbek language, get acquainted with the grammatical foundations, learn to understand Uzbek speech and use this language to build their own statements that are used in speech.

We believe that the formed language competence should be based on the following skills:

- the ability to pronounce nouns correctly in accordance with the orthoepic norm;
- the ability to use nouns in speech from the point of view of their lexical meaning;
- the ability to form and use the forms of nouns in speech;
- the ability to use nouns when constructing phrases, sentences, own statements.

It should be noted here that such possession cannot be formed only in training. Language is an integral part of the life of any person¹ and, having already come to school, the child has some practical speech experience, which he has accumulated spontaneously not in a specially organized activity. He independently, through direct daily communication, his own observations of the language and empirical generalizations, forms such a speech experience individually. Its formation is influenced by the linguistic environment of the family, the surroundings of the "yard", street or children's institution (kindergarten), the linguistic climate of the place of residence, the media, direct communication with children and adults.

In this context, one can refer to the position of L.S. Vygotsky on the spontaneous type of learning. The scientist singled out this type of training along with specially organized training. Describing the spontaneous type of learning, L.S. Vygotsky gave an example of a child's movement "according to his own program," determined, first of all, by the fact that he "himself takes from the environment" (Vygotsky, 2002, 265). Naturally, this process occurs, including

under the influence and with the participation of adults. However, the scientist notes that a specially organized training activity is not carried out, that is, it is absent.

It can be stated that the child's speech experience¹ also includes practical knowledge of the Uzbek language as a mother tongue and the child's generalization of his own observations in the process of communication and life, regardless of special knowledge about the language.

Linguistic competence naturally includes the child's speech experience *опыт* and the knowledge, abilities and skills acquired by him in the course of specially organized educational activities for the study of the Uzbek language. Together they act as a kind of psychological and pedagogical system similar to that described in his studies by L.S. Vygotsky. The scientist imagined such a system as an irreducible education. Moreover, each component of such a system functions and transforms only in connection with other components. The direct change in their connections and each component within the system constitutes the process of its development (Vygotsky, 2002, 15).

It is important that in the Uzbek language lessons the components of the system under consideration already closely interact with each other. So, even before coming to school, the child, as he accumulates his observations and in communication, discovers the so-called empirical knowledge of the language. They exist in everyday life in everyday forms and sometimes do not contradict scientific knowledge. At the same time, directly in the process of learning the language, the child uses the spontaneously accumulated speech experience. This usually happens unaccountably. Accordingly, when studying the Uzbek language, two processes are interconnected: comprehension and transformation of the child's speech experience under the influence of the acquired knowledge of the language; filling and concretizing knowledge about the language with the material of speech experience.

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