

Scientific and Theoretical Bases for Improving the Methodology of Developing Students' Linguistic Competencies in Mother Tongue Education on the Basis of an Integrative Approach

Omonova Dildora Nekmurod qizi

Bukhara State University

ABSTRACT

This article discusses the scientific and theoretical basis for improving the methodology of developing students' linguistic competencies in mother tongue education on the basis of an integrative approach.

KEYWORDS: integrative, linguistic, competence, mother tongue, school, elementary, creative thinking

There is a wide range of research in the world on the teaching of students based on a competency-based approach, the study of factors affecting the quality of mother tongue teaching and the development of students' skills in applying theoretical knowledge in practice. According to the competency approach in the field of mother tongue education in primary school, to develop students' self-confidence in learning, to develop creative thinking, to achieve conscious mastery of rules, to develop the skills of correcting speech errors on the basis of rules. The development of the methodology is of particular importance. As a result of reforms aimed at improving the quality of education in Uzbekistan, including the effectiveness of primary education, providing qualified specialists, strengthening the teaching staff, the teaching of mother tongue in primary school is based on an integrated approach. units, application of modular educational technologies, structuring of teaching materials, scientific organization of educational content. At the same time, there is a need to improve the methodology of developing students' linguistic competencies in primary school mother tongue classes. A competency-based approach to the organization and definition of the content of school education, including primary education, can be considered established, as it works actively with the concepts of "competence" despite the existence of psychological and pedagogical science and practice.

A number of foreign scholars (V.A. Bolotov, V.S. Lednev, M.V. Ryjakov, V.V. Serikov, etc.) use a synonymous approach in the interpretation of the concepts of «competence» and «competence», define them and suggest their use as substitutes. Other scientists (I.A. Zimnyaya, O.M. Mutovskaya, A.V. Xutorskoy, S.E. Shishov, etc.) believe that these concepts should be distinguished.

In relation to this research topic, this rule is important in terms of setting the task of developing linguistic competence, which should be considered as part of the student's linguistic competence.

Methodists were actively involved in the development of the theory of competency-based approach, but the competency-based approach was not immediately adopted in the

methodology of mother tongue teaching, especially in the primary class. The reason for this was the lack of a clear understanding of how to distinguish linguistic competence and the individual competencies that make it up, including linguistic abilities.

Relatively recently, linguistic competence has been identified as a synthetic concept that combines simpler components: linguistic, linguistic and cultural, communicative-speech and value-relation. The distribution of these components allows for the targeted solution of educational problems in the study of all sections of the language course and the formation of the essence of each competence.

Today, linguistic competence is generally understood as the practical ability of students to understand and use everything expressed in speech forms.

However, to date, some fundamentally important issues have not been addressed to the extent that they allow for the most effective implementation of a competency-based approach in the development of the linguistic competence of primary school students.

Primary school should provide a foundation for students' development, as well as contribute to the development of literate writing skills, advanced speech formation.

The situation is aggravated by the fact that modern school students in many respects do not have educational motivation. This problem falls into a generally recognized category in the pedagogical community and does not require proof.

In practice, the above problematic aspects of teaching mother tongue to primary school students are reflected in the need to find teaching methods and tools that allow primary school students to master this objectively difficult subject in a comfortable environment and at a high level activity.

One of these tools is an interesting linguistics that allows children to answer questions about the purpose of the mother tongue, to see the richness of the mother tongue, to "uncover" its secrets, to understand the importance of knowing the mother tongue fully. For the individual and thereby develops their motivation and linguistic competence to learn their mother tongue.

Innovative development is always associated with meaningful and technological changes in didactic and teaching methods, educational theory and practice. Today, we can observe how the traditional learning process is optimized by enhancing the research nature, increasing the volume of student research activity.

At the same time, it should be noted that pedagogical innovations are introduced on the basis of the same guiding principle that guides the traditional education system - the principle of humanity. Indeed, all current innovations revolve around the introduction of educational technologies that activate the student as much as possible, and in this regard the mother tongue is no exception as a field of science and as a learning discipline.

The concept of competence is widespread in modern psychological, pedagogical and methodological literature, and it is used both in the general scientific sense and in the individual didactic sense. In the second case, within the scope of this research topic, we need to talk about linguistic or linguistic competence.

The term «linguistic competence» was first developed in the middle of the last century by the American linguist N. Chomsky and put into scientific circulation.

According to his interpretation, linguistic competence is “the ability to comprehend and create an infinite number of linguistically correct sentences using the features of the language learned and the rules of their connection, which are known to be essential for the performance of linguistic activities. is an ability. in the mother tongue ”.

N. Chomsky's concept and his understanding of the essence of linguistic competence found not only supporters but also opponents. For example, N. Khimsky's American colleague D. Khims criticized such an interpretation of the concept of linguistic competence, correctly stating that «there are rules of use, without which the rules of grammar are useless.» D. Hims implied that speech activity depends on the situation, and therefore the formation and comprehension of sentences in each specific situation is governed by the rules of word usage, not by the rules of grammar. Thus, the concept of linguistic competence has received a comprehensive interpretation, which D. James called communicative competence, understood as a set of linguistic knowledge, skills and abilities in the field of language use of the speaker and listener. changing conditions of the speech environment.

D. Slobin clarified D. Hims' opinion in his statement that there is a difference between «what a person can theoretically speak and understand and what he actually says and understands in real situations.»

Thus, scholars' reflections on how to interpret the concept of linguistic competence have led to the consideration of this concept in relation to the human factor, which, in turn, has led to linguistic competence. a certain clarity on the question of the important features of these categories and, on the other hand, prefers researchers to the need to determine the origin and development of linguistic competence.

In the late 1980s and early 1990s, A L. Berdichevsky proposed an approach to the issue of linguistic competence from the point of view of structural analysis, namely: linguistic competence, in his view, is an integral part of the communicative competence present in the latter along with linguistic competence.

D.I. Izarenkov understands linguistic competence as “knowledge of language units at all levels (phonetic, lexical, morphological and syntactic). It is also important to know the rules for working with these units at each level in order to build high-level hierarchy units up to communicative syntactic units. The second aspect of the formation of linguistic competence is related to the formation of the ability to construct infinite communicative units of a particular semantics based on the rules of building linguistic material and uniting language units.

REFERENCES

1. Мазурова Н.А., Бахор Т.А., Зырянова О.Н. ФОРМИРОВАНИЕ ЛИНГВИСТИЧЕСКОЙ КОМПЕТЕНЦИИ С ИСПОЛЬЗОВАНИЕМ ЭЛЕМЕНТОВ ЗАНИМАТЕЛЬНОЙ ЛИНГВИСТИКИ НА УРОКАХ РУССКОГО ЯЗЫКА В НАЧАЛЬНОЙ ШКОЛЕ // Научное обозрение. Педагогические науки. – 2017. – № 6-2. – С. 280-289; URL: <https://science-pedagogy.ru/ru/article/view?id=1725>
2. Omonova D. N. Methodological fundamentals of linguistic competence in language teaching based on integrative approach //Middle European Scientific Bulletin. – 2021. – Т. 8.

3. Omonova D. N. Q. THE LINGUISTIC COMPETENCE IN LANGUAGE TEACHING BASED ON INTEGRATIVE APPROACH //World science: problems and innovations. – 2021. – С. 213-215.
4. Azimov Y. Hamroyev A//Husnixat va uni oqitish usuliyoti (Maruza matnlari). – 2003.
5. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся //Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.
6. ҲАМРОЕВ А. БОШЛАНҒИЧ СИНФ ОНА ТИЛИ ТАЪЛИМИДА ЎҚУВЧИЛАРНИНГ ИЖОДИЙ ФАОЛИЯТИНИ ЛОЙИҲАЛАШТИРИШ МЕТОДИК МУАММО СИФАТИДА //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz). – 2021. – Т. 1. – №. 1.
7. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – Т. 45.
8. Qo'ldoshev R. ШАРАҚАҲ БОЛАЛАРНИ МАҚТАБГА ҚАНДАЙ ТАҲҲОРИЛАШ КЕРАК? //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz). – 2021. – Т. 2. – №. 2.
9. Qo'ldoshev A. R. Psychological aspects of left-handedness: concept, causes, and peculiarities //Psychology and Education Journal. – 2021. – Т. 58. – №. 1. – С. 4981-4988.
10. Qo'ldoshev R. A. LEFT-HANDED CHILDREN AND THE LEARNING PROCESS //EPRA International Journal of Research and Development (IJRD) Volume. – Т. 5. – С. 277-281.
11. Qo'ldoshev A. R. G'afarovna Habiba Jumayeva.(2021). Forming Writing Skills in Left-Handed Students. Middle European Scientific Bulletin, 10 (1).
12. Hamroyev A. R. Designing students' creative activity in primary school mother tongue education as a methodological problem //Middle European Scientific Bulletin. – 2021. – Т. 11.