METHODOLOGICAL FUNDAMENTALS OF LINGUISTIC COMPETENCE IN LANGUAGE TEACHING BASED ON INTEGRATIVE APPROACH

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ABSTRACT

In order to achieve an effective, high-quality result in the educational process, regardless of its content and form, it is important to clarify what competencies will be inculcated in pre-school students. This is determined and implemented on the basis of the principles of education in the classroom, such as consciousness, continuity and continuity, from simple to complex development. In the system of general scientific competencies for the mother tongue, among other subjects, first of all, communicative competence is mentioned. This competence implies the ability to communicate in social situations in the native language and in any foreign language, to adhere to the culture of communication, social flexibility, the ability to work effectively in a team. "Communicative competence" is not an innate ability, but an ability formed by a person in the process of acquiring social-communicative experience. Communicative-social experience is manifested, first of all, in the use of speech in stylistically different variants, including the mechanism of changing attitudes.

Keywords: linguistic competence, phonetics, syntax, basis, adverb, reader, native language, syllable, letter, skill, qualification.

I.Introduction

While the cultural level of each nation is also determined to a certain extent by the level of literacy of the representatives of the nation, spelling skills are important. Literacy is measured not only by knowing how to write words, but also by being able to write them correctly. This skill is formed and developed in direct connection with all levels of language. To study the correct connection of words with phonetics according to the pronunciation and spelling of sounds, with morphemes according to the spelling of bases and affixes, with lexicology with the spelling of some words according to their meaning, with morphology with the avoidance of errors based on grammatical forms, with orthoepy the goals of forming this skill are synchronized with the syntax through. At present, the spelling skills of students and graduates of schools of the republic are not ideal. Below we focus on the analysis of this situation.

"Linguistic competence of a school student means the integral personal qualities of a student who has knowledge of the language system, linguistic thinking, experience of independent application of knowledge and skills in new language situations. In other words, linguistic competence as a system of social phenomena and signs is understood as the knowledge, skills and abilities of students about language, the structure and function of language, and the ability to use them in different situations "[1]. This competence provides students with theoretical knowledge of language levels through teaching on the basis of a special program, which can be called experience, skills and competencies to use in written and oral speech practice. In the article of Professor A.Nurmonov and G.Ziyodullaeva, linguistic competence is defined as the ability of students to use spelling and punctuation rules in different

situations. Linguist D. Nabieva said, "In order to acquire linguistic competence, it is necessary to develop language levels and units of speech, their ability to express themselves in the process of communication, and the ability to speak, listen, read and write correctly. At the same time, he noted that linguistic competence includes sociolinguistic and pragmalinguistic competencies "[1]. Professor N.Ulukov in his article describes linguistic competence: "... simply, the perfection and maturity of specialist language knowledge" [1]. Linguistic competence is highlighted in several ways: "1) the ability to express one's thoughts fluently, clearly, clearly and succinctly in the native language; 2) speaking a literary language; 3) be able to write without spelling, sign and methodological errors; 4) be able to keep working documents in the state language; 5) knowledge of foreign languages "[2].

I.The Main Part

The sections of Phonetics, Graphics, Spelling, and Orthoepy are inextricably linked levels. Therefore, pronunciation and spelling norms are studied together in textbooks. As we review the rules, definitions, and information provided in the Grade 4 textbook on topics related to these levels, we observe differences in their practical coverage with assignments and exercises. In some, the rule is that the definitions are not fully based on examples or are not given at all. There are also cases when some aspects of the pronunciation and spelling of certain vowels or consonants are completely ignored. As these aspects are not covered in the curriculum and textbook, their neglect in language teaching has a serious negative impact on student literacy.

The descriptions given on the subject of the pronunciation and spelling of the vowels u and i give three orthoepic and orthographic features:

1. In the first syllable of words, the vowel i before the consonant r, l is pronounced with the vowel i, even if it is pronounced indefinitely. Exercise 1 (but, by the way, with words) and Exercise 31 under the title of the topic partially reinforces this rule. However, this situation is observed not only before the consonants r, l, but also before other consonants, including the sounds k, p, q, t, ch. Example: *sitam, pishir, chiqar, qipiq, siqiq, shikoyat, tikilmoq.* There are errors in the spelling of words with the following structure. So, it is necessary to make corrections and additions in the program and textbooks.

2. Under the influence of the vowel u in the first syllable of two-syllable words, the vowel i in the second syllable is written i, even if it is pronounced as it is. There is a one-sentence continuation of this rule in the textbook. But first we note that this part of the rule is not practically enforced. There is no example in the rule itself, nor in the assignments and exercises, to substantiate or reinforce this rule. It is up to the teacher to explain and reinforce it with examples. Unfortunately, in practice, no teacher is filling this gap. In fact, the rule must be explained with concrete examples. From the teacher is required to inculcate the norms of pronunciation and spelling by both writing and speaking words *bukilmoq, qurilmoq, surilmoq, tuzilma, tug'ilmoq(to bend, to build, to push, to structure, to be born)*. In words like this, the vowel u in the second syllable is pronounced, but i is written. It is important to note that there is a reversal when it comes down to it. In words such as *quvur, ovunmoq, chuchuk, duduq, bugun, gujum (pipe, rub, sweet, smoky, today, maple)* the consonant in the second syllable is pronounced as i, but it can be written. There are errors in students' written work related to both of these situations.

3. Throughout the second rule above, there is a sentence: "With such a spelling, in the second syllable it differs from the horses in which it is written." This rule is based on the practicalization of task 2 given under the subject title. The task contains the paronyms *urush - urish, yumush - yumish, burush – burish.* In practice, our colleagues admit that the third condition is that the spelling of paronyms is

remembered by a large number of students in the class and used correctly in practice. But in the words in the first and second cases, most students say they are constantly making mistakes. We have witnessed this ourselves during the experiment.

The textbook provides two rules for the pronunciation and spelling of the vowels *a* and *o*: 1) the letter *a* is spelled *a*, even if it is pronounced *o* in words such as *savob, zamon*; 2) The letter *o* is written *o*, even if *o* is pronounced in words such as *tonna, noyabr*. The assignments under the topic title, the three exercises to be performed in class and at home, are designed to reinforce these rules. In our opinion, it is necessary to introduce two more rules on this topic: a) In the unstressed syllable of words borrowed from the Russian language, the vowel *o* is pronounced *a*, but *o* is written: *Moskva, samolyot, komputer*. This rule can be reinforced through exercise num.386 in the textbook; b) The vowel *o* in the last syllable of some assimilated words is pronounced indefinitely, but written: *traktor, direktor, rektor*. So there will be four rules on this topic. Because the next two rules are not given in the textbook and teachers do not fill this gap, errors also occur in the work of high school pupils.

When studying the pronunciation and spelling of consecutive vowels, it is intended to avoid errors associated with adjacent pairs such as *oa, ao, ia, ai, io, aa*. According to the program, the textbook provides two rules: such pairs become a long vowel in pronunciation *(muallim - malim)* and consonant is added between them (the word *soat* is pronounced as sohat (in Fergana) or *sog'at* (in Tashkent), but *soat* is written). But there were other word forms related to the subject and aspects of their spelling that, to the extent that they are not given in the textbook, errors occur to a certain extent. These are: 1) words written as *maosh* are like *moosh*; 2) in words such as *tabiat, shior, maishat* it is written in such a way that the consonant *y* is added between a number of vowels; 3) words written in the form of *duo* should be written in such a way that the consonant *v* is added between a number of vowels; 4) Words such as *manfaat, itoat* should be written as they are heard.

The pronunciation and spelling section of some consonants begins with the topic of pronunciation and spelling of consonants according to the current textbook. To explain the topic, *at the end of the word, the differences between voiced and unvoiced consonants, such as b - p, d - t, z - s, disappear and the same - unvoiced consonant is pronounced as a sound, but b, d, z are written. Exercises for reinforcement are given in the textbook, but mistakes are often made in words* related to this rule: *bop(bob), ozot(ozod), is(iz)*. This is because most teachers do not repeat and reinforce in later grades, or do not work enough on the mistakes, so mistakes are repeated.

The same errors are observed in *the pronunciation and spelling of the consonants g - k, q - g',* as well as in the pronunciation and spelling of the consonant *n*, which precedes the consonants *b, m*. They sometimes occur with *a* wealth of vocabulary, more precisely, also due to ignorance of the paronymic pairs of certain words. For example, the students mistakenly pronounced the word *tanbur* as a *tambur* according to the pronunciation, which is explained by the fact that this paronymic pair is less (perhaps completely) unfamiliar with the latter. If they had known that *tambur (drum)*is a hallway compartment of a train car at the entrance *(example, Saidjon qo'shni vagonga o'tar ekan, tamburda gaplashib turgan ikki yigitga ko'zi tushdi)*, the mistake would have been prevented.

The same situation is observed in the spelling associated with **the combination of letters Sh, sh and Ch, ch:** these letter combinations, which come after the open syllable, are confused when moving the syllable *(mus-huk, chuc-huk)*; Since the letter combination *sh* is indistinguishable from the adjacent consonants *s* and *h*, they are written without a hyphen between these two consonants.

The **Morphemics and Morphology** sections of the linguistic competence are generalized and integrated in school language education - this is how the program is structured. Typical competency similarities associated with these departments are as follows:

1. Not knowing how to spell a word base correctly according to spelling rules. This, in turn, is manifested in the following: a) at the end of the word, the double vowel and the next consonant are omitted, so one of them is omitted (in words *matbaa, manbaa* and, *metall, gramm*); 2) the next line of the consonant at the end of a word is omitted so that one of them cannot be heard in pronunciation: *Samarqan, Toshken, zabardas, go'sh*; 3) substituting a consonantal consonant at the end of a syllable and word with a consonantless pair according to pronunciation: *avtobus, ijitimoiy, bark* (*barg*-leaf), *ozot* (*ozod*-free), etc. 4) Write one vowel between the consonants in the series: *qadir, sabir, jahil, zulim or zulum*; 5) spelling words according to their pronunciation: *Moskva, tonna, istol.*

1. Due to non-compliance with the morphological spelling of words with suffixes beginning with the consonant "g" (*-ga, -gan, -gani, -gach, -gancha, -guncha, -gin),* pupils make a mistake *eshikga, ekgan, ketkan, ishka, yoqgach, boqqa, siqquncha, pedagokka.*

2. The following errors are observed in the spelling of compound words: a) separate compound words are written separately: *bodom qovoq, achchiq tosh, hozir javob, radio stantsiya, bir pas, bira to'la*; b) add compound words that can be separated: *O'rtachirchiq, O'rtayer;* c) put a hyphen between the compound words: *Kuygan-yor, Yangi-obod, Qo'sh-ariq.*

3. They confuse the use of the suffixes of the accusative and the accusative in nouns: like *akamni o'rtog'i, eshikni zulfi.*

4. Wrongly add and subtract forms of adjectives: *nimpushti, ochqizil; qipqizil, to'qqora, yamayshil,* sometimes even in the form of *op-poq.*

5. The following errors occur in the spelling of numbers: a) sometimes adding compound numbers: such as *o'nbir, o'nbesh*; b) without dashes when ordinal numbers are written with Arabic numerals, and vice versa, with dashes when written with Roman numerals: *9 sinf, XX-asr,* etc. can be seen; c) in some cases - with a suffix - *inchi*: *8-inchi qavat.*

6. In rhymes, errors are mainly related to the personal pronoun: what is written with a dash is written in its *o'zim, o'z-o'zim,* and vice versa, what is written without a dash is written in the form of *o'zimga o'zim, o'zimdan o'zim*. It is also common for the pronoun to be separated by who it is and what it is.

7. Verbs often have a) augmentative pronouns (in the use of forms such as *o'tkaz, o'tqaz, yurgiz, yurgaz*); b) adverbs of time *(kelyapti, o'qiyapti).*

The following errors in the **syntax** section occur in students' oral and written speech:

use of a flexible compound *(kitobning varag'i)* in the form of a controlled compound *(kitobni varag'i)*; the use of provincial-style *viloyat shahri* as *viloyat shahari;*

in the use of a hyphen between the possessive and the horse-cut;

in the use of commas in cohesive parts, introductory words, urges, separated parts;

comma, colon, hyphen between hyphens;

in punctuation marks (commas, hyphens, quotation marks, colon) used in conjunctions.

The competencies of the students belonging to the **"Methodology"** section are as follows:

they do not have a sufficient understanding of language styles, know only their definitions, and are not able to use language styles appropriately in oral and written speech;

lack of knowledge of the tools that create the style (this is mainly evident in the written works of students - descriptions and essays);

general ignorance of the phonetic means that create the style (the phonetic methodology is not well explained in the textbooks, there are many ambiguities);

grammatical tools: insufficient knowledge of the methodology of conjunctions, possessives and plural affixes, especially the fact that most students do not understand the methodological meanings of affixes that give an effective color (subjective assessment) (as evidenced by the results of lessons, interviews and written work);

syntactic means: rhetorical interrogative sentences, parts of speech, separated parts, introductory words and phrases, motivations, can not use the methodological possibilities of compound sentences in oral and written speech;

the use of the phenomenon of synonymy at the language level, which is the leading means of generating methodology, is very low: students do not take advantage of lexical synonymy due to lack of vocabulary; the choice of a word according to the requirements of the methodology, the requirement of its appropriate use is therefore not fulfilled; the synonymy of sentences according to parts of speech and structure, the synonymy of syntactic, lexical form-forming affixes are seldom observed in speeches.

In our country, the upbringing of a comprehensively mature, harmoniously developed generation has been identified as the ultimate goal of the educational process. For a person with intellectual potential, who is the object of this goal, along with professional competence, general competence is also an important quality. A competency-based approach to educational practice eliminates the negative consequences associated with the lack of practical skills, as theoretical knowledge has long been at the forefront of the educational process. In this case, the paradigm of "appropriate use of knowledge in problematic situations" prevails over the "paradigm of knowledge", which prevails in traditional education "[2]. Of course, such an approach does not negate the paradigm of knowledge, since the beginning of any practical activity is knowledge. Only this approach lowers it to the status of a paradigm in the background that is subject to the paradigm of application in problematic situations. Imagine a man has a car. This person knows the internal and external structure of the car, its parts and their functions, the rules of the road, but if he does not have the practice of driving a car, what is the use of having a car? In the same educational process, the student memorizes the laws, rules, and definitions of the sciences, does not know when, where, and how to apply them, cannot use them in their place in life, and gradually rises from memory.

On the importance of communication for the full formation of man not only as a person, but also as a subject of activity, the researcher L.P. Grimak writes: "Another reason for man's being human is that he was in active communication with others like himself ... to be in constant communication with ... "[6].

Pragmatic competence is important in the communication process, as the ability to find the most effective alternative, the effective use of language tools, depending on the environment, communication and purpose of communication, which is introduced every day, every hour and minute of a person's life. According to these requirements, the result is obtained. "That is why the word is great," said LN Tolstoy, "it unites people." It is possible to earn love with words. It is also possible to separate people by words. He gets both hostility and hatred because of it, man. Beware of words that divide people. "[4] Language primarily serves the personal desire and benefit of the speaker. It is important to study aspects

of language related to the speech creator. This is because "speaking in a language is not simply the construction of sentences in that language, but the performance of a certain type of social activity in this way" [10].

Pragmatic communicative competence is, first of all, the formation in the minds of students of an idea of such a possibility, power and consequence of the word (language, communication). Numerous examples illustrate how the speeches of heads of state, deputies, and pre-war commanders during the election process affected the outcome, or how much thoughtless remarks can cause remorse in the case of a human being. According to VV Shakhovsky, the content and expression of emotional speech structures used by different speakers are related to the need and purpose of the emotional expression of the interlocutors. This need is determined by the speaker's attitude to reality, with the aim of perceiving it [1].

Linguist U. Rakhimov in his article commented on the fact that communicative communication and linguistic competence are enriched under the influence of social relations, and several factors affect the development of competence [7].

Pragmatic communicative competence is also the ability of students to feel the communication environment, to be able to correctly choose the style required by this environment in which they are temporarily involved. This competence is formed not only in specially organized forms of education, but also in a more spontaneous learning environment. As students observe the life of a society, they will witness that their speech also acquires a corresponding uniqueness as the social role of this or that society changes according to the communicative situations. For example, according to their teachers 'social role in life, they have seen their speech take the following forms: 1. Uses a scientific speech method in the process of explaining the lesson. 2. Addresses formal or journalistic methods at various meetings. 3. Uses a daily routine in communicative situations outside of school and school [7]. At the same time, they witness that their teachers in any situation speak within the social circle specific to their profession [1]. He is also known to be a teacher when he applies his daily style. L. Hell and D. Ziegler defined competence as "a psychosociological quality, an expression of strength and confidence, a feeling of success and usefulness of one's work, which means that a person can act effectively in cooperation with those around him" [1].

Pragmatic communicative competence is the communicator who is a participant in the communication process and adheres to a culture of communication that takes into account factors such as nationality, age, social role (position), gender. For example, while it is common for Russians to feel for their parents, it is also uncivilized for Uzbeks to feel for their older compatriots, whose parents are complete strangers. Addressing or treating women is considered not only uncivilized but also an insult if it is directed at the husband and vice versa.

Pragmatic communicative competence is the ability to be flexible, socially flexible, in a new environment other than the one in which the society is accustomed to itself, with a delicate touch of the social marker [8]. There are people who can't get along with the "hosts" in the new environment, they feel alienated (uncomfortable), they don't feel comfortable with the topic, what they say, they don't fit into the environment. On the contrary, there are societies that "own" the environment in five to ten minutes, and even if they come to a new team, they can work effectively because of their **communicative competence.**

V.N. Komissarov noted that there are three types of pragmatic relations in speech. These are,

first of all, pragmatic relations expressed through the source of information (transmitter, speaker or writer), which includes the purpose of the transmitter, his personal attitude to the transmitted information and the planned effect on the receptor. The second type of pragmatic relationship finds expression in the text (thought, sentence) that encompasses the pragmatic meaning represented by the linguistic unit. The third type of pragmatic attitude is the pragmatic attitude of the person receiving the information (receptor, listener, reader) to the information perceived through the text. This attitude is reflected in the process of perceiving information, in relation to this information or its transmitter [8].

One of the general competencies in the field of language is the ability to work with information, which involves finding, processing, effective use of necessary information from media sources, the formation of media communication skills. The pragmatism of this competence is formed through the establishment of media education and media culture education. These two factors ensure the development of the individual through the media (television, radio, cinema, press, Internet press, etc.). Experts emphasize the following: 1. Analysis, critical comprehension and creation of media texts; 2. Finding the sources (political, economic, cultural) of media products, identifying their features and studying their true meaning; 3. Understanding the media product; 4. Create, distribute personal media products and have an audience interested in them; 5. Study and determine the lifestyle of the created product [8].

The great American representative of pragmalinguistics, X. According to Grays, communicative activity is organized on the basis of interaction (media cooperation on our topic). In order to establish cooperation, four principles are followed in the exchange of information: quantity, quality, relevance, and manner of treatment [8]. For trainees with a pragmatic purpose, the principle of quantity means that the information received or transmitted determines the amount of information (sometimes limiting). This requires that the information exchanged for the communicator and the communicator is at the level of demand, as well as not to try to obtain (provide) information in excess of the need. In communication, whether verbal or written, not knowing or forgetting the norm has a negative impact on the quality of communication. While the brevity that leads to ambiguity leads to misunderstanding, polygamy in the transmission of information leads to the dispersion of thought. The principle of quality has a special place in the pragmatic competence of working with information. At the same time, the focus is on the ability of students to achieve the accuracy of the information. The conditions of this principle are the ability to avoid false information, not to fall into their trap, to give up in a timely manner the transmission of information, the truth of which is not clear. It is also a measure of an individual's responsibility to society. The conscious citizen feels responsible for the authenticity of the information reached to him, preventing the spread of false and suspicious information. The principle of relevance encourages participants in the communication process not to go beyond the subject matter. It is often observed in life that failure to follow this principle can lead to a retreat from the first and second principles. Talking on the phone, following this principle in correspondence via the Internet, shows that the communicator respects himself and his interlocutor in the first place. The value of the communicator and the time of communication is a sign of high culture. Of course, we cannot always insist that media communication of distant family members, close friends, or loved ones be molded into quantity, quality, and subject matter. Only in this case the conditions of communication of this or that party (or both) determine the condition of communication. No matter how comfortable the interlocutors are, they will follow the above principles in public places where it is not possible to be alone. Behavior on the bus,

subway, waiting areas, or similar places, and the use of the media in a way that does not annoy others, reflect his spiritual image. When they are not followed, a person as a society is considered to have not mastered the moral pragmatics of communication. The principle of communication style when working with information and media also plays an important role in its relevance (appropriate, appropriate). The basis of this principle is that the participants in the communication process strive for clarity in expressing opinions in speech or correspondence and in an understandable style that takes communication into account. In this case, the communicator should not use words and phrases that are unfamiliar to the communicator, difficult to understand, and if he uses them, he should interpret them in his place; abstraction in the expression of thought, not to allow ambiguity; the statement is concise and concise; speech dry consistency of thought, logical coherence, and consistency provide relevance [9]. According to O.S. Issers, in the process of communication, the speech of the addressee is reflected in the following parameters:

- in his speech he expresses his "I", personal qualities (directly or indirectly, at the level of raising or lowering his position);

- Demonstrates courtesy in the use of words (whether interested in attracting the interlocutor in terms of politeness);

- In the process of exchange of ideas, the interlocutors control the effectiveness of the communicative pragmatic effect of their speech (consciously chooses the tone, manages the situation and the situation) [3].

General competencies imply the continuous acquisition of physical, spiritual, mental, intellectual and creative development, the pursuit of perfection, the ability to make independent decisions, the acquisition of learning competencies. In mother tongue education, it can be expressed as the self-development of students' knowledge, skills and abilities acquired through spontaneous and specially organized education on the basis of life experiences formed in them. The task of physical development in the subject of the mother tongue seems logically distant. Because this view is based on the view that subjects based on physical activity, such as physical education, labor lessons, fall within the scope of competence. In fact, science in school education, subjects should approach these general basic competencies based on their content, purpose, science specification, and to a certain extent, their capabilities. For example, in the subject of mother tongue can be understood and explained in the form of students working on their own physiological capabilities, such as voice timbre, acoustics, speech intonation, improving them and using them effectively and appropriately in time. Additional information about the mother tongue, spiritual and spiritual growth is observed through independent reading and study of books that give a broader understanding of the possibilities of their own language. The discovery of the physical (physiological) potential of language in the eyes of the reader, additional knowledge and information aimed at spiritual and spiritual development, also contributes to its intellectual and creative maturity. As a result, it leads to the upbringing of a free-thinking person who can make independent decisions in life situations (i.e., have a pragmatic ability).

Among the general basic competencies, the competence of social activism implies the formation of the ability to engage in the problems of the society in which he lives, to know and fulfill their civic duties and rights, to have social dialogue and legal culture. Involvement in the problems of society from the point of view of the subject of the mother tongue is to pay attention to the problems of the social prestige of the mother tongue, to live with a sense of enthusiasm for its high position in

society. This is very important in the conditions of our Uzbekistan. Despite the fact that Uzbek has been given the status of the state language for 30 years, the status of our native language is still in a state of disrepair. The people of Uzbekistan must consider respect for the Uzbek language as their civic duty and exercise the legal and moral rights of this language in the country. Only then can the socially active civic competence that needs to be formed in students be realized in a pragmatic way. At the same time, this competence includes the concept of a culture of social communication, which has a special place in the pragmatic aspect. The culture of communication has a direct impact on the individual's activities (whether communicative or communicative) and his activity in society. Therefore, in ancient times, a great deal of attention was paid to the culture of treatment in all nations. The sage of the East, Kaikovus, wrote the proverb, "A cold word is an egg, from which enmity arises." Our ancestor Alisher Navoiy:

Har kimki chuchuk so'z elga izhor aylar,
Har nechaki ag'yordurur yor aylar.
So'z qatig'i el ko'nglini ozor aylar,
Yumshog'i ko'ngullarni giriftor aylar.

Translation: "Everyone utters a sweet word to the wind, How many months does it take? The harshness of the word hurts the hand, Months of soft hearts"

мисраларини битган.

Pragmalinguist J. Lich proposes the concept of the principle of respect in this regard, and emphasizes that its realization consists in the activation of the following six rules of the principle:

1. The rule of politeness, courtesy, etiquette (reduce the cost of the interlocutor's efforts, try to increase its benefits);
2. The rule of generosity (look for your own benefit less, take all the expenses);
3. Approval, the rule of praise (do not slander, gossip, slander);
4. The rule of humility, modesty, simplicity (sharply reduces self-praise);
5. The rule of consent, conciliation (avoid disputes, try to compromise);
6. The rule of liking, inclination, liking (be kind, benevolent) [1].

Safarov, who is seriously engaged in pragmalinguistics in Uzbek linguistics, said that the terms "cost" used by the author in describing the first two rules correspond to the concepts of "convenience" and "inconvenience". Following the principle of nobility, the speaker tries to create comfort for the listener and to avoid embarrassment as much as possible "[3]. The conclusion related to our topic is that even when a person avoids causing inconvenience to others in the process of communication, he develops a moral pragmatic competence that considers it his responsibility, duty to respect all the rights of members of society.

National and intercultural competence is one of the basic basic competencies, which implies the formation of the ability to be loyal to the motherland, kind to people, to believe in universal, national values, to understand works of art and art, to dress modestly, to lead a healthy lifestyle. Apparently, the spiritual qualities listed here are understood to be imparted to students through the teaching materials in their mother tongue. That's right, of course.

II.Conclusion

The sentences given in the lesson to justify the rules and definitions, the assignments and exercises to be performed during the lesson should be aimed at this goal. The inner aspect of these qualities, considered in a pragmatic aspect, is directly related to the attitude towards the mother tongue.

The gift of language given to man is a universal value, in Navoi's words, "Man is a lost animal." It is the appreciation of this great value that motivates us to live with gratitude. The mother tongue is a national value and forms the basis of our national identity. Being in the belief of the highest respect for him is the basis of national and intercultural competence. No one can deny that a person's understanding of fiction and art also depends to some extent on the level of perception, power and sophistication of the mother tongue. The concept of a healthy lifestyle is often used in the sense of being free from harmful habits. From the point of view of language education, a healthy lifestyle includes adhering to the purity of the language, eliminating the factors that undermine the purity of the language, not giving in to the elements of "popular culture" in communication. Through this, a person who has acquired the skills of speech culture, who treats the native language as a high value, who is communicatively immune to negative influences in communication, in a word, who has pragmatic competence in communication, is brought up.

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