

The Theoretical Fundamentals of Developing Linguistic Competences in Primary School Mother Tongue Lessons

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ABSTRACT

This article describes the linguistic competence that is important for primary school students today and the importance of its types today. There is also talk of developing competencies in primary school students.

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1. INTRODUCTION. The main task of mother tongue teaching is to “develop students 'oral competence to think about themselves, to understand the opinions of others, to express their opinions orally and in writing, to develop students' knowledge of grammar (development of phonetics, lexicology, writing, word structure, word formation, morphology, syntax, writing and spelling, punctuation, speech styles, stylistic concepts) formation of linguistic competencies aimed at developing the ability to express oneself”. The development of a child's speech is directly related to education in the mother tongue and reading literacy classes. Fluent speech has a positive effect on the listener. It is the result of the development of verbal and linguistic competencies in the student's ability to express speech fluently, beautifully and figuratively. Being able to express these two concepts will help the student to understand and comprehend not only the science of the mother tongue, but also other sciences.

2. MAIN PART. In accordance with the Resolution of the Ministry of Public Education No. 335 of December 30, 2020, the main purpose of teaching the mother tongue in general secondary education at the STS is defined as follows: It is the development of a person who speaks fluently, has a culture of reading, can think independently and creatively, understands the opinions of others - a culture of communication and speech. Today, the content, forms, methods and tools of using an integrative approach through the formation of linguistic competence are explained to students of secondary schools of the country. As a result of research and study, we realized that the concept of competence, the concept of linguistic competence was first applied to our education system in the 1960s and 1970s in the concept of "communicative competence". Competence approach in 1990 and later began to be used at almost all stages of education.

The competency approach has been implemented in educational institutions of our country since 2012. This concept is interpreted as teaching students to use different types of skills effectively in personal, professional, and social situations. Emphasis is placed on the competence to apply the acquired knowledge, skills and abilities in the face of uncertain, new, problematic emergencies. Based on scientific research and sources, we have divided the competence into 2 types. :

Verbal competence (communicative competence) is the ability of a student to read a text expressively, to understand the opinions of others and the content of the text and to retell it orally, and to express ideas consistently in writing.

In the curriculum for the subject of mother tongue of general secondary education, such concepts as oral speech, written speech, comprehension (reading and comprehension, listening comprehension) are understood so that the 1st grade student knows the concept of speech competence. Correct pronunciation of vowels and consonants for the development of oral speech, distinguishing x and h, e and u from oral speech, oral description of pictures, people, things and events, topics of the curriculum to be able to speak on the surface, to be able to re-explain the text.

Listening comprehension is the ability to distinguish between sounds and adapt them to letters, to follow the rules of conversation (respect each other, to respectfully ask to speak), to distinguish between messages, commands interrogative tones. The range of exercises on speech competence in primary school textbooks is much wider.

Such tasks have different forms and content, and in their implementation it is understood that children know the verbal competence. For example, in Task 4, page 35 of the Grade 1 Mother Tongue and Reading Literacy textbook, a student is given the task to write a greeting card on the occasion of a holiday, and through this we can see that the concept of creativity is directly formed in the child. evidence. Also on page 43 of this textbook, in the questions and assignments of the story “Homeland of Water”, the student is asked to copy the text correctly, paying attention to the difference between the sounds “H” and “X” interrogative tones.

From the 1st grade to the 2nd grade, the child's range of verbal competencies also develops. In the 2nd grade the child should be able to verbally describe pictures, people, things, re-create the text, and in written speech to be able to put punctuation marks, paying attention to the tone of speech, throughout the year. be able to distinguish and compile a list of terms related to the studied disciplines, to write 3-4 sentences, describing a person or a certain event on the basis of a given picture. In the textbooks, we can come across a number of examples. **Linguistic Competence:** Linguistic competence refers to the personal qualities of a student who has knowledge of the language system, linguistic thinking, and experience in applying knowledge and skills independently in new language situations. In other words, linguistic competence as a system of social phenomena and signs refers to students' knowledge, skills, and abilities about language, the structure and function of language, and their skills in a variety of situations. Linguistic competence is a student's knowledge of the native language, such as phonetics, lexicon, phraseology, morphology, syntax, spelling, and punctuation, and the ability to use this knowledge in a variety of situations. and the pronunciation and spelling of consonant letters, the ability to use them correctly in oral and written speech, the ability to combine words to form a sentence. becomes more complex and now it is possible to categorize words by questioning them and use them correctly in speech, to differentiate between word and sentence, to form a sentence by combining words , it is necessary to know the concepts of distinguishing types of sentences according to the purpose of expression and spelling. In the first year of general secondary education It is advisable to have a good explanation of the concepts of competence and to achieve the intended goal. If the desired result is not achieved, the student will have difficulty in this process directly in 2nd grade. Example 3 in the 1st grade mother tongue and reading literacy textbook As a result, students learn the rules of syllable translation and correct spelling. Also, 2nd grade mother tongue and reading literacy page 50. , In Task 3, the task is to gather the syllables and try to make as many words as possible.

3. CONCLUSION. In conclusion, it should be noted that the formation of linguistic competencies in the student in the direction and interconnectedness increases the effectiveness. The student requires a second type of composition of the elements of linguistic competence listed above. Ensuring continuity in the performance of each exercise helps the child to easily learn linguistic concepts and use them appropriately in speech.

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