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«НАУКА И ПРОСВЕЩЕНИЕ»**



WORLD SCIENCE: PROBLEMS AND INNOVATIONS

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УДК 37

THE LINGUISTIC COMPETENCE IN LANGUAGE TEACHING BASED ON INTEGRATIVE APPROACH

ОМОНОВА ДИЛДОРА НЕКМУРОДОВНА

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Аннотация: В статье рассматривается языковая компетенция в обучении языкам на основе интегративного подхода. «Коммуникативная компетентность» - это не врожденная способность, а способность, сформированная человеком в процессе приобретения социально-коммуникативного опыта. Коммуникативно-социальный опыт проявляется, прежде всего, в употреблении речи в стилистически различных вариантах, в том числе в механизме смены установок.

Ключевые слова: языковая компетенция, фонетика, синтаксис, основа, наречие, читатель, родной язык, слог, буква, умение, квалификация.

ЛИНГВИСТИЧЕСКАЯ КОМПЕТЕНТНОСТЬ В ПРЕПОДАВАНИИ ЯЗЫКА НА ОСНОВЕ ИНТЕГРАТИВНОГО ПОДХОДА

Omonova Dildora Nekmurod Qizi

Abstract: This article discusses the linguistic competence in language teaching based on integrative approach. "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.

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

"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].

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 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. 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.

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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УДК 37

PROBLEMS OF TRAINING WITH THE FAMILY IN EXTRACURRICULAR EDUCATIONAL ACTIVITIES

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Аннотация: В статье рассказывается о том, как будущих учителей начальной школы учить взаимодействовать с семьей во внеклассной деятельности, раскрывается важность семейного воспитания, в процессе воспитания и формирования ценностей раскрывается взаимодействие семьи и школы.

Ключевые слова: будущий учитель, начальное образование, семейное воспитание, семейные духовно-нравственные ценности, сотрудничество, образовательная деятельность, подходы.

ПРОБЛЕМЫ ПОДГОТОВКИ С СЕМЬЕЙ В ФАКУЛЬТАТИВНОЙ ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ

**Bakhronova Adiba,
Sadirova Mashkhura**

Abstract: This article outlines future elementary school teachers teaching to cooperate with the family in extracurricular activities and the importance of family upbringing, in the process of upbringing and value formation the interaction between family and school is revealed.

Key words: future teacher, elementary education, family education, family spiritual and moral values, cooperation, educational activities, approaches.

Today, future elementary school teachers are out of class the problem of teaching cooperation with the family in educational activities is very relevant. The theoretical basis of this cooperation is pedagogical, being studied in the context of synergetics. Pedagogical synergetics, teacher-student collaboration is important, especially in primary education. This is a theoretical approach to organizing their activities independently and this theory, related to the phenomenon of activity organization, is a new worldview.

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 "Public education of general secondary and secondary special, vocational education on the approval of standards" No. 187 [1] related to the basics and science that are formed in primary school students' competencies are defined. According to him, in the process of pedagogical cooperation, communication, self-development in primary school students' competencies are formed rapidly. Because in the process of primary education students' level of activity expands, and creative opportunities and self-expression skills are formed.

Folk pedagogy, family upbringing and values of morality, study of achievements and experience in the field of system formation, as a foundation for designing the future of the modern younger generation is calculated [2]. Out-of-class teachers of future elementary school cooperation with the family in teaching them to carry out educational activities issues from the accumulated experience of national and foreign pedagogy use, innovative pedagogy in line with modern requirements, use of technology, based on logical modernization can be solved successfully.

To the socio-pedagogical tasks of the modern family in recent times changes have taken place at the